DOCUMENT RESUME

ED 346 343 CE 061 474

TITLE	Western Illinois University Curriculum Revitalization Project. Final Report 1990-91.
INSTITUTION	Western Illinois Univ., Macomb.
SPONS AGENCY	Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE	Jun 91
NOTE	350p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC14 Plus Postage.
DESCRIPTORS	Agency Cooperation; Articulation (Education); Cooperative Education; *Curriculum Development; Delivery Systems; Elementary Secondary Education; Field Tests; *Information Services; *Instructional Materials; Learning Resources Centers; *Media Specialists; Postsecondary Education; Public Relations; Staff Development; *Vocational Education; Workshops
IDENTIFIERS	*Illinois

ABSTRACT

The primary purpose of the Curriculum Revitalization Project was to provide assistance to Illinois vocational educators, administrators, regional administrators, and regional delivery system directors in strengthening vocational programs. Ten major accomplishments were achieved: (1) seven regional instructional materials coordinators (IMCs) were employed; (2) professional development activities were provided to the IMCs; (3) a regional communication network was established; (4) three curriculum areas were emphasized (integration of applied academics, articulated K-14 vocational programs, and Tech-Prep programs); (5) IMCs responded to over 3,000 curriculum and instructional materials requests; (6) inservice workshops were presented; (7) personal contacts were made with vocational educators, administrators, Regional Delivery Systems, and community colleges; (8) working relationships with other state agencies, projects, and events were established; (9) public awareness was developed through brochures, a workshop portfolio, a traveling exhibit, and other public relations activities; and (10) a field test of a system of integrating task lists was conducted by Southern Illinois University (Carbondale). The bulk of this document consists of eight appendices: (1) project approval, budget, and revisions; (2) Region III position announcement materials; (3) integration workshop; (4) workshop transparency master and publicity; (5) display delivery; (6) project report materials; (7) region summaries; and (8) publicity. (NLA)

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FINAL REPORT
1990-91

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WESTERN ILLINOIS UNIVERSITY CURRICULUM REVITALIZATION PROJECT

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JUNE, 1991

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DEPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION

FUNDED FROM TITLE IIB OF THE CARL D. PERKINS VOCATIONAL EDUCATION ACT

FINAL REPORT
1990-1991

CURRICULUM REVITALIZATION PROJECT

CO-DIRECTORS

Dr. Wendell L. Swanson
Dr. Bettye B. Swanson

WESTERN ILLINOIS UNIVERSITY
June, 1991

CURRICULUM REVITALIZATION PROJECT

FINAL REPORT

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Section

June 30, 1991

Funding Agreement Number OLAC18C
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FINAL REPORT ABSTRACT

OFFICIAL PROJECT TITLE: Curriculum Revitalization Project
DAVTE Number: OLAC18C
PROJECT CO-DIRECTORS: Dr. Wendell L. Swanson
Dr. Bettye B. Swanson
FUNDED AGENCY: Western Illinois University
LOCATION OF FUNDED AGENCY: Macomb, IL 61455
TIME PERIOD COVERED: July 1, 1990 to June 30, 1991

GOALS OF PROJECT AND RELEVANCE TO VOCATIONAL EDUCATION:

The goals of the Project were to (1) employ and retain the services of seven (7) Instructional Materials Coordinators each of who is located in one of the DAVTE regions. One individual was located to serve the City of Chicago along with suburban Lake and Cook counties; (2) Assist in strengthening vocation programs by emphasizing a. Integration of applied academics, b. Articulated K-14 vocational program, c. Curriculum and Instructional Materials resources, d. Staff development, e. Curriculum development; (3) Continue to work closely in a coordinated effort with DAVTE, other state agencies and other DAVTE projects; (4) Develop a systematic plan to enable project personnel to address and meet the needs of vocational educators, System Directors, college faculty and deans, and other administrators throughout the State in order to maintain a working relationship and ensure each receive assistance from their IMC; (5) Develop and awareness of the CRP, its personnel and services throughout the State of Illinois; (6) Provide a subcontract to Southern Illinois University at Carbondale to field test a system for integrating task lists with Cooperative Vocational Education that was developed during FY 1990.

The major impact of the Project, its objectives and precise outcomes was providing assistance and service to vocational educators, RVAs, Regional Delivery Systems, community colleges, University Council members and school administrators to achieve these two primary thrusts. The IMC team provided services to the target populations and others. Regional System Directors were directly contacted 1,377 times. The IMC team attended 154 meetings within their respective Regional Delivery Systems, contacted 9,333 vocational educators; participated in dissemination workshops, gave 290 presentations to various groups within their respective Regional Delivery Systems and responded to 3,217 curriculum requests.

MAJOR ACCOMPLISHMENTS:

Major accomplishments achieved in FY 91 by CRP included employing and providing for the training and professional growth of the IMC team. The IMC team developed and implemented systematic plans to address and meet needs of targeted personnel; served as a communication link; assisted in strengthening vocational programs; took an active role in the activities in DAVTE regions; subcontracted field testing a system to integrate task lists with CVE; provided assistance and services to the targeted populations; developed media to assist in public awareness and public relations; and maintained a close working relationship with IVCC and CPC.

PRODUCTS DELIVERED:

Ten copies of the Final Report for FY 1990-91 and four copies of the Quarterly Reports were products delivered under this agreement to DAVTE.

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INTRODUCTION

The Curriculum Revitalization Project grant, number OT-10-732, was awarded to Dr. Wendell L. Swanson and Dr. Bettye B. Swanson, Western Illinois University, on July 18, 1988. The Curriculum Revitalization Project (number OKAC18C) was continued for Fiscal 1989-1990. The Curriculum Revitalization Project (number OLAC18C) was continued for Fiscal 1990-91.

The primary purpose of the Curriculum Revitalization Project was to provide assistance to vocational educators, administrators, Regional Vocational Administrators (RVA), Regional Delivery System Directors and others within the State of Illinois. In providing an Instructional Materials Coordinator for each DAVTE region and the City of Chicago, Lake and Cook counties. The primary thrust for Fiscal 1990-91 was to employ and retain an Instructional Materials Coordinator team who would continue providing services and assistance to the identified target populations within their respective regions and serve in a supportive capacity for the DAVTE priorities and directives.

The Objectives and precise outcomes for the Curriculum Revitalization Project for fiscal 1990-91 were achieved. These Objectives and precise outcomes are as follows.

1. Employ and retain the services of seven (7) Instructional Materials Coordinators each of whom is located in one of the DAVTE regions. One individual will be located to serve the City of Chicago along with suburban Lake and Cook counties.

2. Assist in strengthening vocational programs by emphasizing

    a. Integration of applied academics
    b. Articulated K-14 vocational program
    c. Curriculum and Instructional Materials resources
    d. Staff Development
    e. Curriculum Development

3. Continue to work closely in a coordinated effort with DAVTE, other state agencies and other DAVTE projects.

4. Develop a systematic plan to enable project personnel to address and meet the needs of vocational educators, System Directors, Regional Vocational Administrators (RVA), community college faculty and deans, and other administrators throughout the State in order to maintain a working relationship and ensure each receive assistance from their Instructional Materials Coordinator.

5. Develop and awareness of the Curriculum Revitalization Project, its personnel and services throughout the State of Illinois.

6. Provide a subcontract to Southern Illinois University at Carbondale to field test a system for integrating task lists with Cooperative Vocational Education that was developed during FY 1990.

MAJOR ACCOMPLISHMENTS AND SIGNIFICANT FINDINGS OF THE PROJECT

Ten major accomplishments were achieved during fiscal 1990-91. The major accomplishments and significant findings for fiscal 1990-91 are individually discussed below. The Project objective(s) previously stated were satisfied through the attainment of these major accomplishments. The extent to which each objective was achieved is identified in the discussion of each major accomplishment.

MAJOR ACCOMPLISHMENT 1

Employ and retain the services of seven (7) Instructional Materials Coordinators each of whom is located in one of the DAVTE regions and the City of Chicago, Cook and Lake counties.

At the beginning of Fiscal 91, six Instructional Materials Coordinators (IMC) had been retained from the previous fiscal year in Regions I, II, IV, V, VI and Chicago, Lake and Cook counties. The IMC for Region III resigned at the close of fiscal 90. As will be discussed later, this position was filled during fiscal 91.

IMC TEAM

Upon completion of the selection process, the IMC team was complete when Ms. Donna Luallen joined the team as the Region III IMC. The seven (7) Instructional Materials Coordinators and their respective regions are as follows.

DONALD SMOOT	CITY OF CHICAGO, LAKE AND COOK COUNTIES
MARY WATERS	REGION I
JUDY WARTHEN	REGION II
DONNA LUALLEN	REGION III
ETHEL PICHON	REGION IV
THOMAS SWEATMAN	REGION V
BRENDA YATES	REGION VI

As previously stated, Mr. Jay Runner, Region III IMC, resigned his position effective June 30, 1990. The search process to select and employ an IMC in Region III was started on June 6, 1990. Position announcements and the interview process for Region III was conducted during fiscal 1991. Ms. Donna Luallen was selected and joined the IMC team on August 5, 1990.

IMC Selection Process

The Selection Process instituted to employ the IMC for Region III was identical with the one utilized to select the original seven IMC team members. Several steps are involved in the process of selecting new IMC team members. These steps are identified below.

1. A position announcement was developed and prepared by the Project Co-Directors. The position announcement format was identical to the one developed to select and employ the original IMC team members. (See APPENDIX B for position announcements).

2. The Instructional Materials Coordinator positions was advertised. The advertising consisted of mailing position announcements to Regional Delivery System Directors, RVAs, four year institutions of higher education and other interested parties. The position vacancy announcement was published in appropriate newspapers.

3. Applications for the position was received in the Project office and screened by Mr. Jerry Ohare and the Project Co-Directors. (See APPENDIX B for Applicant Screening Check List.) Qualified applicants were contacted and interviews scheduled.

4. The Project Co-Directors and Mr. Ohare utilized the interview procedures initially established to select and employ the original IMC team members. (See APPENDIX B for interview procedures and Applicant Evaluation instrument.)

5. A panel interviewed each qualified applicant. The interview panel was composed of the Region's Coordinating state consultant, the Regional Vocational Administrator, a Regional Delivery System Director, Mr. Ohare, an IMC, and the Project Co-Directors. Members of the interview panel are listed in APPENDIX B.

Through the above process, Ms. Donna Luallen was selected and offered the position of Instructional Materials Coordinator for Region III. Dr. Wendell L. Swanson and Mr. Jerry Ohare contacted the selected applicant and negotiated a salary to correspond with the DAVTE guidelines. Ms. Luallen assumed the Region III IMC position on August 5, 1990.

Chicago, Lake and Cook Counties IMC

On October 1, 1990, Mr. Don Smoot, IMC for Chicago Lake and Cook counties, resigned his position. With this resignation, the IMC team was reduced to six persons. After extensive discussion with Mr. Jerry Ohare, given the fact the Project was in the third of the initial three year time span, it was deemed the most appropriate option as not to replace Mr. Smoot.

From this point on the IMC team consisted of six members following the decision not to replace Mr. Smoot. The six team members and Project Co-Directors assumed the responsibility for providing services and assistance to the Chicago, Lake and Cook Counties Region. An IMC team member attended this region's monthly system directors meeting when feasible. Curriculum requests were completed by the personnel in the Curriculum Revitalization Project office. Workshop requests were fulfilled by one of the six IMC team members.

This was the close-out year for the project and the Instructional Materials Coordinators were encouraged to seek employment elsewhere in vocational education. This would allow vocational education to capitalize on their expertise after the close of the project. Since this was the final year of the project, the contract administrator, Mr. Ohare, agreed that no efforts would be made to replace the IMC through June 30, 1990.

SUMMARY

From August 5, 1990 to October 1, 1990, seven (7) Instructional Materials Coordinators, each of whom were located in one of the DAVTE regions and the City of Chicago, Lake and Cook Counties, were employed by the Curriculum Revitalization Project. From October 1, 1990 to June 30, 1991 the IMC team was composed of six members located in Regions I, II, III, IV, V, and VI. This accomplishment partly satisfied Objective one (1) of the Curriculum Revitalization Project grant.

MAJOR ACCOMPLISHMENT 2

Provide training, up-dating, and professional growth activities for the seven Instructional Materials Coordinators to ensure expertise in the Education for Employment initiative, Policy for Schooling and Student Learning, integration, and other DAVTE priorities.

The endeavors associated with this accomplishment entailed two distinct actions. One pertained to conducting a three month training period for the new IMC in Region III. The second pertained to the up dating and professional growth activities for the original IMC team members and the new Region III IMC. Each endeavor is discussed separately below.

THREE MONTH TRAINING PERIOD FOR NEW IMC TEAM MEMBERS

A three month training period was conducted for the new IMC team member. The primary objectives were to (a) provide the new IMC team member with the knowledge and information necessary to serve the needs of her region and (b) assist her to become a member of the cohesive team previously established.

The training period information and knowledge was identical to that given the original team with certain exceptions. The exceptions centered on changes with respect to the Education for Employment initiative and DAVTE directions and priorities.

Training Period Format: As previously stated the training period information and knowledge conducted for the new IMC team member was, with certain exceptions, basically identical to that given during the original training with certain exceptions. The information and knowledge presented during the three month training period is as follows.

1. Orient the IMC to their position responsibilities and WIU faculty status.
2. Train the IMC in the historical background, philosophy and objectives of the Education for Employment Initiative.
3. Inform the IMC of the concepts and objectives for two DAVTE priorities: the integration of applied academics and Tech-Prep, Primary Purpose of Schooling (state goals for learning) and their implications to vocational education programs.
4. Inform the IMC about the Employability Skills and the infusion of the Empowered Person model.
5. Identify techniques to enable the IMC to develop an awareness of and to constructively work within their respective region.
6. Discuss techniques to successfully work with their Regional Vocational Administrator and Regional Delivery System Directors.
7. Increase awareness of other DAVTE programs such as Building Fairness, Career Guidance and Building Opportunities consultants.
8. Become familiar with Illinois Vocational Curriculum Center (Sangamon State University), Curriculum Publications Clearinghouse (Western Illinois University) and other potential resources within the State and their Region.

9. Provide an orientation to other DAVTE grants recently completed or currently in progress.

10. Develop knowledge of other resources within the State.

A concentrated effort was made to ensure this individual was assimilated into the established cohesive IMC team. The new IMC was "paired" with and shadowed an original team member for the various activities. An original IMC accompanied the new team member during her initial attendance at Region III monthly System Directors meetings. As part of the learning process, the new person assumed an "assistant" role when an IMC team member conducted a workshop prior to presenting one of these in-service endeavors alone.

Training Period Instructors: Dr. B. Swanson was responsible for the training period. Other persons participated in the training period. These persons included the six IMC team members, Dr. Mary Hagemeister (Region III RVA), personnel from the Illinois Vocational Curriculum Center, the Curriculum Publications Clearinghouse, Mr. Ohare and other DAVTE personnel, Dr. W. Swanson, and WIU administrative and civil service personnel.

UP DATING AND PROFESSIONAL GROWTH ACTIVITIES

Several up-dating and professional growth activities were conducted for new IMC and the other team members. These activities included attendance at professional organization conferences, state sponsored conferences or meetings and monthly State Consultant Staff meetings. The benefits occurring from this attendance was evident in the previous years and was therefore incorporated as a major activity for fiscal 91. The benefits accrued are discussed separately below.

Professional Organization Meetings and Conferences

Attendance at professional meetings and conferences was deemed an important professional growth activity. During fiscal 91, one or more of the IMC team members attended the following conferences and professional meetings.

National Professional Conference

Southern Region Educational Consortium, Tulsa, OK

State Professional Organization Conferences

Illinois Vocational Association
Illinois Business Teachers Association
Illinois Vocational Home Economics Teachers Association
Illinois Vocational Education Personnel Development Association
Galaxy Conference (Joint Home Economics discipline professional organizations)

State Educational Conferences

Decatur Education Conference
Mt. Vernon Education Conference
Quincy Education Conference
Rock Island/Milan Education Conference

Other Professional Organization Conferences

Community College Presidents Conference
District IVHETA Conference

PROFESSIONAL MEETINGS ATTENDED

ITEM:	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE		TOTAL
IVHETA		6											=	6
DISTRICT IVHETA		1	1							2			=	4
SREB	6												=	6
IAVAT CONFERENCE		1											=	1
MT. VERNON CONF.				4									=	4
QUINCY CONFERENCE				3									=	3
C.C. PRESIDENTS CONF.				1									=	1
DISTRICT IVHETA				1									=	1
IBEA					6								=	6
FHA/HERO, DIST.6					1								=	1
IVA								6					=	6
GALAXY CONF.								3					=	3
DECATUR CONF.									2				=	2
ROCK ISLAND CONF.									1				=	1
NAT'L RESTAURANT											3		=	3
AVA DISTRICT III												1	=	1
TOTALS:	6	8	1	9	7	0	0	9	3	2	3	1	=	49

TABLE 1. Monthly Tabulation of IMC Professional Organization Attendance

State Consultant Staff Meetings

To further augment their knowledge and training, the IMCs attended the monthly DAVTE staff consultants meetings conducted by Ms. Kathy Nicholson-Tosh. Many of these meetings incorporated in-service training sessions. While in Springfield, the IMCs attended the monthly occupational team meeting for their respective region conducted by their RVA.

State Conference Attendance

Along with the professional organization meetings, the IMC team members attended state sponsored meetings. These conferences served as a medium for training the new IMC and updating or increasing the personal growth and knowledge of the other team members. The extent of IMC attendance at State meetings is shown below in Table 2.

STATE MEETINGS ATTENDED

ITEM:	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE		TOTAL
MO.STATE CONSULT.MT	6	6	7	6	6	6	6	6	6	6		5	=	66
EFE CONFERENCE		6	7										=	13
IVSO CONFERENCE	6												=	6
CHALLENGES & CHOICE		1											=	1
TECH-PREP			7						6		1		=	14
IOICC			1										=	1
HEALTH OCCUPATIONS			1										=	1
SPECIAL NEEDS CONF.					2			1					=	3
STATE PLAN HEARING							4						=	4
IVSSN						1		1		1			=	3
CO-OP ED. CONF.								1					=	1
LINKAGES										6			=	6
SALUTE										5			=	5
INTEGRATION CONF.												6	=	6
TOTALS:	12	13	23	6	8	7	10	9	12	18	1	11	=	130

TABLE 2. Monthly Tabulation of State Conferences Attended by IMC Team

A comparison of data with fiscal 89 and 90 evidences the attendance at state meetings continued throughout fiscal 91. In fiscal 89, one or more IMC team attended nine (9) state sponsored conferences. In fiscal 90, one or more IMCs attended sixteen (16) state sponsored conferences. In fiscal 91, one or more IMCs attended 14 state sponsored conferences.

A comparison of the fiscal years 89, 90 and 91 reveal the IMC team attendance has been substantial. In keeping with DAVTE FY91 priorities, the IMC team attended the national SREB conference held in Tulsa, Oklahoma, the EFE System Director conference in Effingham, the fall Tech-Prep conference and the "Connections '91 Conference" in Bloomington, IL.

SUMMARY

Training, up-dating and professional growth activities were conducted during fiscal 91 for the IMC team members. The new IMC team members completed a three month training period. Both the new and other IMC team members participated in a variety of professional organization and state conferences. Training, up-dating and professional growth were the purposes for attending these professional organization and state conferences.

There are numerous evidences the cohesiveness initially established among the original team continued throughout this fiscal year. Evidences of this cohesiveness are:

1. The IMC team works as a cohesive group to accomplish Project goals and objectives.

2. No differences are observed between the original and new team member.

3. Individual team members have continued to assist with workshops and in-service activities in each other's regions.

4. The IMC readily shift leadership roles in accordance with their individual expertise.

5. It is not unusual for the team members to talk with each other by telephone at least once each week.

6. Individually and collectively the IMCs have open communication between each other and the DAVTE Contract Administrator and the Project Co-Directors.

Objective one (1) for fiscal 91 was partly satisfied in Accomplishment # 2. The achievement of above accomplishment along with Major Accomplishment # 1 demonstrated attainment of Objective one (1) of the Curriculum Revitalization Project.

MAJOR ACCOMPLISHMENT 3

Establish a communication network within each DAVTE region to serve as a link between DAVTE, Regional Delivery System Directors, community colleges, University Council members, administrators and other region persons.

Five avenues were utilized in achieving this major accomplishment. The first was the IMC team attendance at the monthly State Consultant meeting. The second avenue involved the IMC attending the monthly System Directors meeting for their respective regions. The third avenue was the on-going dialogue between the IMCs, RVAs, and Regional Delivery System Directors. Discussions and involvement with community colleges and universities constituted the fourth avenue. The fifth avenue pertained to the system meetings and activities held in each region. Each of these avenues is discussed separately below.

MONTHLY DAVTE STATE STAFF MEETING

Although previously discussed, attending the monthly State consultant Staff meetings afforded several benefits. These monthly meetings enabled each IMC to

1. Participate in DAVTE staff in-service sessions.
2. Keep abreast of concerns or needs within their region through individual discussions and attending the occupational team meetings.
3. Establish a close working relationship with each state consultant staff.
4. Remain current and up-to-date regarding DAVTE priorities, policies and procedures
5. Develop a working relationship with all DAVTE staff personnel.

REGION INVOLVEMENT

Monthly System Directors Meeting

Attending the region's monthly system director meeting enable an IMC to serve as a link between DAVTE and vocational educators. As shown in Table 3, the IMC team attended fifty eight (58) monthly system directors meetings during fiscal 91.

These monthly meetings enabled the IMC team members further insight into the needs, priorities and directions being taken or contemplated for the Region and the systems therein. In addition, the IMC had the opportunity to informally discuss with system directors up coming workshop presentations, inquire as to specific needs, and ascertain other ways assistance could be provided.

REGION MEETINGS

ITEM:	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE		TOTAL
MONTHLY SD MEET.	2	5	7	7	4	6	7	4	3	5	5	3	=	58
RVA	16	31	17	23	19	19	18	22	16	15	39	11	=	246
OTHER SD CONTACTS	42	132	110	139	109	113	160	159	91	132	94	96	=	1377
C.C.CAMPUS VISITS	41	10	10	24	6	13	12	11	7	6	5	8	=	153
COMMITTEE MEETINGS			2		2	1						1	=	6
DISCIPLINE MEETING			2										=	2
VIP MEETING			1										=	1
TRADE ASSOCIATION			1										=	1
UNIVERSITY COUNCIL				8	2	1	3	1		1			=	16
CORRECTIONS				1		1			1	2	2		=	7
IPITE WORKSHOP				1				1					=	2
AG. COMPUTER WKSP.					1								=	1
APPLIED ACADEMICS					2				1	1			=	4
AG SCIENCE						1							=	1
CEANCI MEETING									1				=	1
IVSSN										2	1		=	3
IVAABAVE										1			=	1
TECH-PREP										1	1		=	2
CHICAGO H.Ec. COMP.											1		=	1
VIM WORKSHOP											1		=	1
TOTALS:	101	178	150	203	145	155	200	198	120	166	149	119	=	1884

Table 3. Monthly Tabulation of IMC Involvement at the Regional Level

Contact with RVA and Region System Directors

Initiated in fiscal 89, the IMC team continued to maintain an on-going dialogue with their RVA and the System Directors in their respective regions. This dialogue occurred outside the monthly system directors meetings.

Collectively the IMC team had two hundred forty six (246) contacts with their respective RVAs in fiscal 91. A comparison with fiscal 90 shows a decline in RVA contacts.

The dialogue between the IMC and their respective System Directors continued in fiscal 91 as evidenced in Table 3. A total of one thousand three hundred seventy seven (1,377) dialogues between System Director and the IMC team occurred in this fiscal year. The average number of System Director - IMC contacts was slightly less than eighteen (18) per month.

A comparison of the three fiscal years reveals the contact between System Directors and the IMC team increased. In Fiscal 89, the IMC team contacted System Directors four hundred eighty six (486) times. By Fiscal 90, this contact had risen to one thousand three hundred fifty nine (1,359). In Fiscal 91, the System Director - IMC team contact increased to one thousand three hundred seventy seven (1,377). The chart on page 13 illustrates the increase in System Director and IMC team contact for the three fiscal years.

Community College

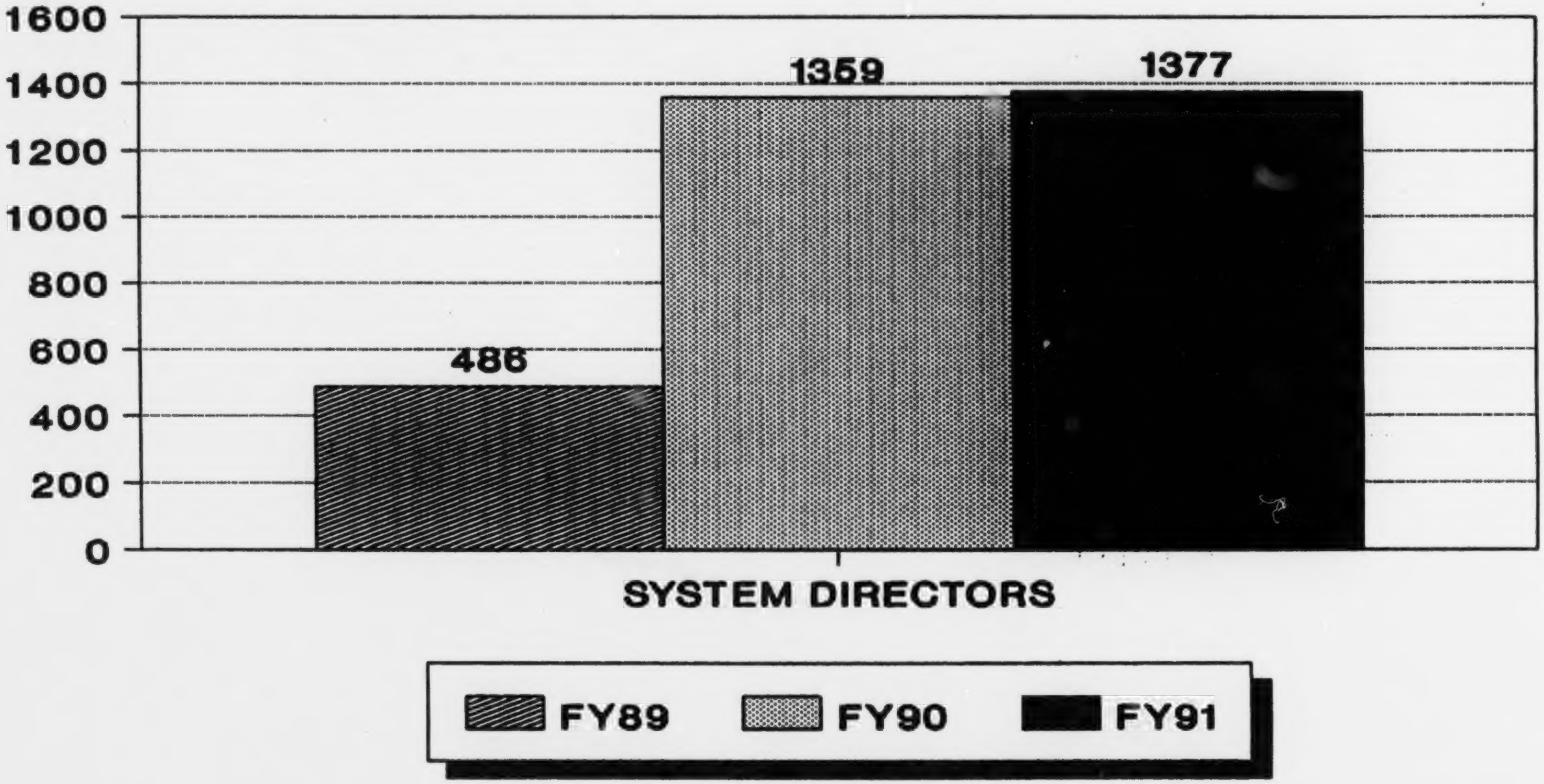
Another avenue utilized as a communication link between DAVTE, System Directors and vocational educators were visits to community college campuses. During fiscal 91, the IMC team visited community colleges one hundred fifty three (153) times. This is an increase of one hundred nine (109) percent over the fiscal 90 year and a two hundred ten (210) percent increase over fiscal 89.

During fiscal 91, the community college - IMC interaction averaged twenty six (26) per month. The average number of visits per month during fiscal 89 was 3.6. During fiscal 90, the average number of visits per month was 11.6.

Several opportunities and outcomes accrued from community college visits. During this time, the IMC team had the opportunity to discuss regional needs, assist with articulation activities and observe/participate in the Tech-Prep planning.

These visits produced two other outcomes. Although discussed in another accomplishment, an additional outcome of these contacts was an increase in the number of community college faculty requesting assistance with identifying and securing curriculum and instructional materials.

SYSTEM DIRECTOR CONTACTS
FISCAL YEAR COMPARISONS



The IMC's familiarity with the programs and course offerings for community colleges in their respective regions produced a third outcome. This knowledge enabled the IMC to assist with articulation, participate in Tech-Prep planning grant committees, and to inform secondary educators and students about these programs and course offerings.

University Council Members

Throughout the Project duration, the IMCs have established and maintained a close working relationship with the University Council members. During this fiscal year, the IMCs had sixteen (16) contacts with University Council members. This contact served as another linkage avenue.

The primary purpose of this linkage was to acquaint University Council members with the needs of educators and administrators within their region. As a result of this linkage, several universities offered summer courses to meet educator indicated needs.

SYSTEM ACTIVITY INVOLVEMENT

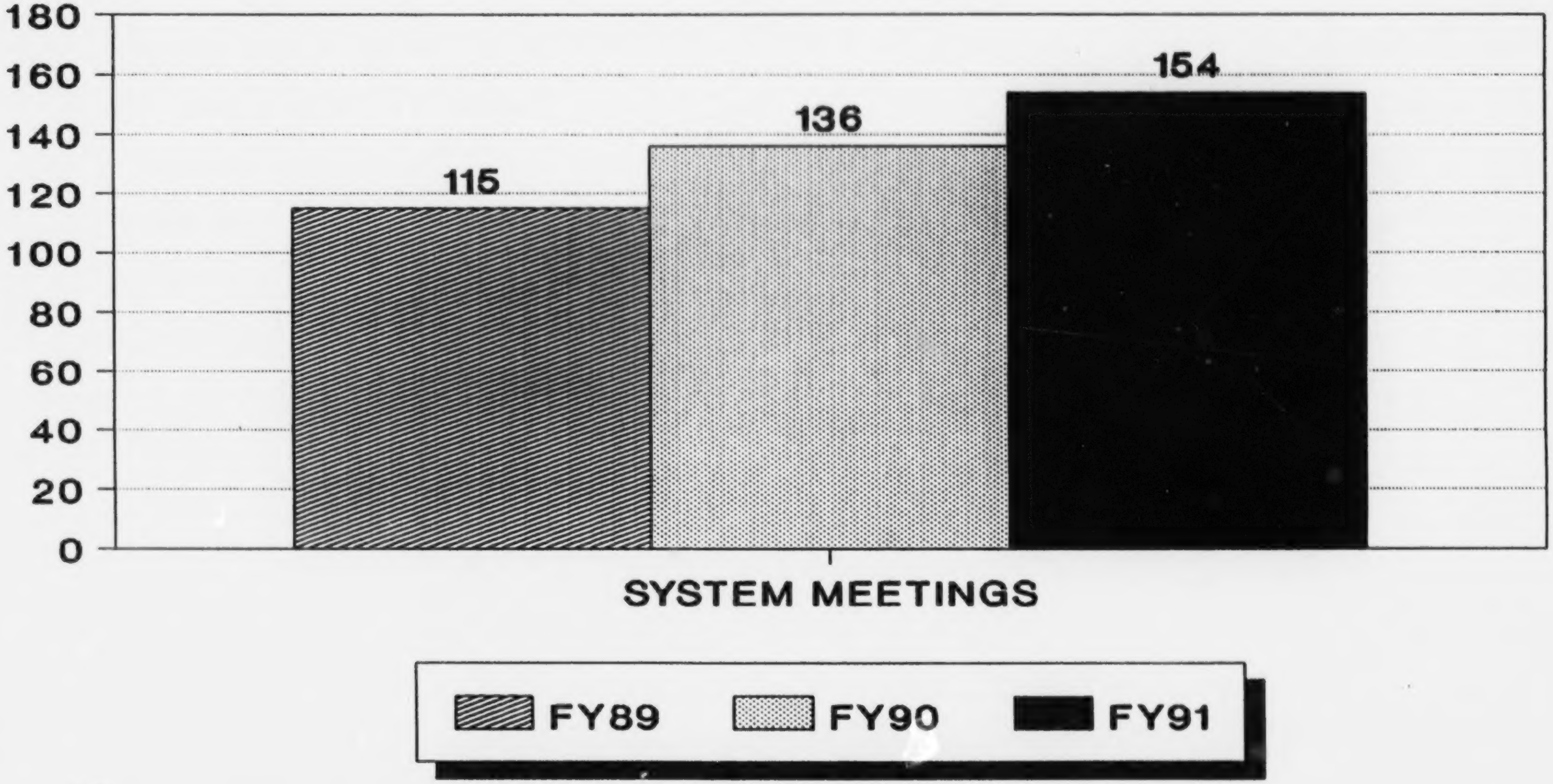
The IMC team was involved at the System as well as the Region level. In fiscal 91, the IMC team participated in twenty (20) different system sponsored activities. The data of IMC system involvement is shown in Table 4 on page 16.

This system level involvement spans a much broader spectrum of activities. In fiscal 89, system involvement centered on standing committees such as student services and discipline curriculum meetings. In Fiscal 90, the IMC team broadened their system activity involvement to include such things as ESC meetings, integration, advisory councils, and teacher institutes. In Fiscal 91, these system activities expanded further to include Tech-Prep, Integration, Career Fairs, Private Industry Councils, and TACTIC system meetings.

The graph on page 15 illustrates the consistent increased involvement of the IMC team at the system level. In Fiscal 89, the IMC team was involved in one hundred fifteen (115) system activities. By Fiscal 90, the total had risen to one hundred thirty six (136) and in Fiscal 91, the total had risen again to one hundred fifth four (154).

Of particular interest is the expansion of IMC attendance at the meetings of the Boards of Control and Student Services Committees in the three fiscal years. The primary purpose of this expanded attendance was to provide information and in-service

SYSTEM INVOLVEMENT
FISCAL YEAR COMPARISONS



sessions to reinforce the support for the integration and Tech-Prep DAVTE priorities for Fiscal 91. The chart on page 17 illustrates the increased attendance at these two system standing committees.

SYSTEM MEETINGS ATTENDED

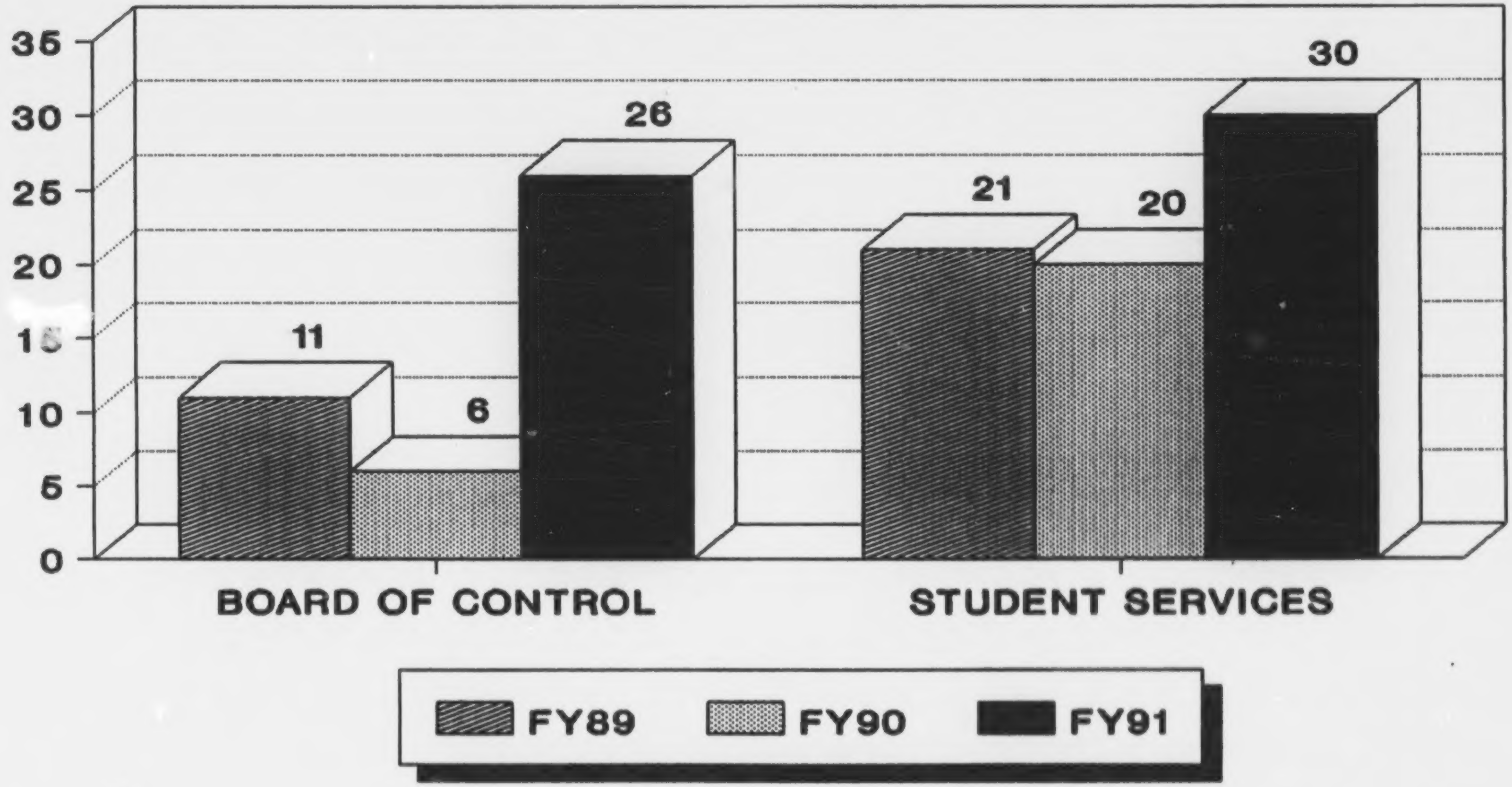
ITEM:	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE		TOTAL
BOARD OF CONTROL			3	1	6	3	3	3	4	2	1		=	26
STUDENT SERVICES			2	5	6	4	4	3	3	1	2		=	30
CURRICULUM		2		1	1		3	2	3	3			=	15
PROGRAM ADVISOR MT			1				1		2				=	4
ESR/ESC MEETINGS		2	4	1	1	1	1				1	1	=	12
TEACHER INSTITUTE			2	4						1			=	7
FUTURE SKILLS CONF.	3		1										=	4
SPECIAL NEEDS													=	0
MARKETING	2	1											=	3
TECH-PREP		2	2	1		1	1		7	3	1		=	18
INTEGRATION	2												=	2
ADVISORY COUNCIL		1						1			1		=	3
MAC SYSTEM MEETING		1											=	1
LEADERSHIP CONF.			1										=	1
TACTIC COMM.				3	1	1	2	1	2	2	2	1	=	15
PRIVATE IND.COUNCIL				1							1		=	2
STAFF DEVELOPMENT				1	1			1		1			=	4
IN-SERVICE WKSPS.					2			2					=	4
CAREER FAIR						1		1					=	2
VIP											1		=	1
TOTALS:	7	9	16	18	18	11	15	14	21	13	10	2	=	154

TABLE 4. Monthly Tabulation of IMC Involvement at the System Level

SUMMARY

The data shown above clearly evidences in Fiscal 91 the communication networks within each region and throughout the State continued to expand and increase. The IMC team took an active role in Region activities. Further evidence of this is also seen in the System Director contact and dialogue. Still

BD OF CONTROL/STUDENT SERVICES MTGS
FISCAL YEAR COMPARISONS



other evidence is seen in the expansion of community college interaction. This major accomplishment partly satisfies Objective four (4) of the Curriculum Revitalization Project.

MAJOR ACCOMPLISHMENT 4

Assist in strengthening vocational programs by emphasizing

- **a. Integration of applied academics**
- **b. Articulated K-14 vocational programs**
- **c. Tech-Prep programs**

Three DAVTE primary priorities for Fiscal 91 have been the integration of applied academics, articulated K-14 vocational programs and Tech-Prep programs. The IMC team was directly involved in providing support assistance with these primary priorities. The extent of this involvement is discussed separately.

Integration of Applied Academics

The IMC team has been directly involved in supporting the DAVTE priority of integration of applied academics. This support utilized several avenues.

One avenue pursued by the IMC team was the development of an integration workshop. Research to develop the workshop was actually begun in Fiscal 90. The workshop content was then finalized in Fiscal 91.

Appendix B contains the Integration workshop outline. As with previously developed workshops, a copy of the Integration workshop materials was prepared for each IMC, and placed on file, one at DAVTE and in the Project office.

The design and format of the Integration workshop is commensurate with other ones developed by the IMC team. The Integration workshop may be "tailored" to the needs of clientele being served. This workshop is constantly revised and updated as new materials and/or information becomes available.

Upon completion, the integration workshop was presented throughout fiscal 91. While the full extent of the in-service activities are discussed in a later section, the Integration workshop was consistently presented more times than any other in-service workshop in Fiscal 91. An exploration of where these workshops were presented reveals in addition to region and system sites, the Integration workshops were presented at statewide educational conferences, to Boards of Control, at professional organization state conferences and at the EFE state sponsored conference in Effingham.

In addition to presenting the Integration in-service workshop, the IMCs engaged in other activities to support this

DAVTE priority. Several IMC team members participated in and/or served in an advisory capacity for system or region discipline subject matter curriculum meetings. One IMC serves as a member of a TACTIC committee.

Several other activities were also utilized. Informal discussions at Boards of Control and Student Services meetings assisted in strengthening the integration of applied academics. One or more IMC team members assisted DAVTE personnel making presentations.

Articulated K-14 Vocational Education Programs

Here again the IMC team had direct involvement in supporting this DAVTE priority. Articulation activities begun in Fiscal 90 were continued in Fiscal 91. Along with presenting in-service workshops, the IMC team assisted with articulation activities in their respective regions.

The community college visits, previously discussed, were one avenue utilized to support the articulation priority. Other avenues involved assisting with Tech-Prep planning grants, participating in teacher/discipline articulation meetings, and responding to articulation/integration information requests.

Tech-Prep Programs

The IMC team was very involved in supporting the DAVTE Tech-Prep priority. This support encompassed a variety of endeavors, each of which is discussed below.

For the most part, an IMC team member was directly involved with the Tech-Prep planning grants within their respective regions. In most instances, an IMC team member was involved with more than one Tech-Prep planning grant in their regions. This involvement included attending planning grant sessions, teacher core meetings, and/or planning grant committee working sessions.

A second support avenue was the development of a Tech-Prep in-service workshop. These in-service workshops were presented throughout the state at system and region sites. The Tech-Prep in-service workshop was presented at the state sponsored EFE System Directors Conference in Effingham.

Tech-Prep in-services were also presented on university campuses to acquaint faculty members with this priority. A secondary purpose of the presentations was to encourage university faculty to begin exploration of their role and the impact of Tech-Prep programs on university programs. A third purpose was to encourage K-16 articulation.

A third support avenue involved providing curriculum and instructional materials assistance. The extent to which this occurred is discussed in a later section.

Evidences of the IMC accomplishments to assist in strengthening vocational programs by emphasizing integration of applied academics, articulated K-14 vocational programs, and Tech-Prep programs are shown in other sections.

SUMMARY

The IMC team strengthened vocational education programs throughout the state by emphasizing integration, articulated K-14 and Tech-Prep programs. The extent of this can be seen in

1. The Development of Integration and Tech-prep in-service workshops.
2. Presentation of Integration and Tech-Prep in-service workshops throughout the State.
3. Participation in Region and System committee meetings in their respective regions.
4. Active involvement in the Tech-Prep planning grants in their respective regions.
5. Provision of curriculum resource assistance to the target populations and others.

This Major Accomplishment partly satisfied Objective # 2 of the Curriculum Revitalization Project.

MAJOR ACCOMPLISHMENT 5

Assist in strengthening vocational programs by emphasizing

a. Curriculum Development
b. Curriculum and Instructional Materials resources

This accomplishment is closely aligned and yet separate from the activities discussed in Major Accomplishment # 4. The activities utilized to achieve this Major Accomplishment entailed curriculum development, and responding to curriculum and instructional materials.

CURRICULUM DEVELOPMENT

Curriculum development results from multi-faceted endeavors. The activities discussed in Major Accomplishment #4 represent one aspect of curriculum development. Three of these endeavors, articulation, integration and Tech-Prep were discussed in a previous section. The IMC efforts to assist with curriculum development with respect to in-service workshops and curriculum/instructional materials will be discussed later in this section.

The IMCs pursued additional avenues to assist with and augment curriculum development within the State. The IMC team worked with program advisors and participated in subject matter curriculum meetings. Table 4 evidences the IMC team participated in fifteen (15) system curriculum meetings, twelve (12) ESR/ESC meetings, eight (8) staff development/in-service workshops and served on Region Curriculum committees.

In addition to these, one or more IMC team members planned and conducted system or regionwide subject matter conferences. The Software conferences held in Regions IV and VI are examples of this activity. On numerous occasions, individual team members made personal visits to assist a teacher or teachers with curriculum planning and development.

CURRICULUM AND INSTRUCTIONAL MATERIALS REQUESTS

An integral part of curriculum development is securing curriculum and instructional materials to utilize in the classroom or to research unit/lesson content. With this in mind, a primary goal of the Curriculum Revitalization Project since its inception in Fiscal 89 has been for the IMC team to become "brokers of information". Achieving this goal has been a constant and on-going endeavor from the very beginning of the Project.

This endeavor has been a vital service to educators, administrators, system directors, and others has been constantly and consistently utilized throughout the three fiscal years the Project has been in existence. The extent to which this service has been utilized in Fiscal 91 and the two previous years is discussed below.

The increasing extent to which this service has been utilized provides clear evidence this is a definite need of the target population. The assumption must be this service will be greatly missed when the Project closes on June 30, 1991.

Fiscal 91

Table 5 on page 22 contains a composite of the requests for curriculum and instructional materials requests received in Fiscal 91. At the close of Fiscal 91, the IMC team and Project office had responded to three thousand two hundred ten (3, 210) requests. It should be noted, that by the close of the third quarter, Fiscal 91, the number of request responses had exceeded the total requests for Fiscal 90.

The increased requests for integration, applied academics and Tech-Prep shown in Table 5 provide further evidence of the IMC support endeavors with respect to DAVTE integration and Tech-Prep program priorities. The IMC team honored six hundred ten (610) requests for integration information, one hundred eight (108) for applied academics, and forty four (44) for Tech-

CURRICULUM REQUESTS

ITEM:	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE		TOTAL
AGRICULTURE	39	8	3	6	4	4	8	9	6	6	2		=	95
BUS.,MARKET,& MAN.	7	39	16	31	43	23	38	22	8	25	8	3	=	263
EMPLOYABILITY	3	4	35	32	8	2	76	36	192	85	36	15	=	524
HEALTH	4	10	4	3	4	6	2	2	4				=	39
HOME ECONOMICS	8	89	15	36	29	18	38	22	23	168	23	17	=	486
INDUSTRIAL ED.	9	27	16	25	35	21	16	40	71	10	14	10	=	294
MARKETING VOC. ED.		2											=	2
CORRECTIONS	3							1				17	=	21
SPECIAL NEEDS	5	2	4		2	3	3	10	4	15	9	1	=	58
ADMINISTRATION	1	2	1	1			5			41			=	51
REHABILITATION			10		3	2		3					=	18
APPLIED ACADEMICS		10	5	16	6	22	5	1	23	18		2	=	108
VOCATIONAL ETHICS			1		1	3	3	8	8	147	1	12	=	184
PROBLEM SOLVING	2				1				26	216			=	245
VIDEOS		1											=	1
INTEGRATION		8	30	17	1	43	21	192	246	19	5	28	=	610
MATH	4								1				=	5
SCIENCE			2										=	2
TECH-PREP					14	1		7	16		4	2	=	44
ENTREPRENEURSHIP					9	25	16						=	50
COUNSELING					23								=	23
PRIN. OF TECHNOLOGY					1								=	1
CONSUMER ED.					1								=	1
DISTRIBUTIVE ED.					1								=	1
CRP						2							=	2
OTHERS		7	1	9	5	2			1	38		5	=	68
SOFTWARE							4		1		1		=	6
ARTICULATION								1		1			=	2
ASSESSMENT								2					=	2
CRITICAL THINKING												7	=	7
TEAM BUILDING												4	=	4
TOTALS:	85	209	143	176	191	177	235	356	630	789	103	123	=	3217

TABLE 5: Monthly Tabulation of IMC Curriculum Request Response

Prep. Collectively these three topics represent twenty four (24) percent of all curriculum requests for Fiscal 91.

While the number of requests received in Fiscal 91 is in itself impressive, the data shown in Table 5 does not reflect the full extent of these requests for this assistance. Several factors contribute to the rationale for this statement.

The resource materials collected, displayed and discussed at a Carousel of Resources **AND** other workshops are **NOT** included in the data shown. As a general rule, a minimum of fifty (50) different curriculum materials are available at any Carousel of Resources workshop.

Secondly, the person sponsoring the workshop generally requests curriculum materials be included and discussed. Thus it is not unusual for the IMC to bring and discuss a variety of curriculum materials at every in-service workshop. In most instances, the IMC takes at least twenty (20) different curriculum and instructional materials to an in-service workshop.

Each of these situations represent valid curriculum requests. Despite this, the number of curriculum requests for these situations ARE NOT INCLUDED IN THE DATA SHOWN IN TABLE 5.

It should be further noted, the above data DOES NOT include the numerous verbal requests received and responded to during meetings, conferences, workshops and in informal educator - IMC discussions. The target population and others are very conversant with the IMC's knowledge of curriculum resources. Consequently these individuals commonly use any opportunity to secure this assistance. While these are immediately honored, it is difficult to maintain a record of these requests.

If it were feasible to record these requests, the total shown in Table 5 would be greatly increased. Thus the data recorded in the aforementioned table represents only a portion of the total requests for curriculum and instructional materials assistance.

It should also be noted the requests for curriculum and instructional materials assistance was not limited to the State of Illinois. As awareness of the Project spread, requests for this assistance were received from other states. One request honored by the Project for this assistance came from a secondary vocational education director in Canada.

Fiscal Years 89, 90 and 91

A comparison of curriculum and instructional materials requests for the Fiscal years of 89, 90 and 91 demonstrates the importance and value of this service to the target populations and others. The number of request responses in Fiscal 91 exceeded those collectively received in Fiscal 90 and 89.

The chart on page 25 illustrates the growing increase for curriculum and instructional materials for the fiscal years of 89, 90 and 91. The curriculum requests honored in Fiscal 91 was more than double of those for Fiscal 90 and almost nineteen (19) time greater than for Fiscal 89.

In Fiscal 89, the IMC team and Project Office responded to requests for eighteen (18) different topics. At the close of Fiscal 90, twenty-eight (28) different topics were requested. Fiscal 91, the topics expanded to thirty one (31).

The growth illustrated in the chart on page 25 demonstrates two important aspects. The IMC team achieved their goal of becoming "brokers of information". Secondly, the constant growing demand for this service clearly demonstrates the target population perceive this as a vitally important need.

SUMMARY

The data in this section evidences the achievement of strengthening vocational programs by emphasizing two other aspects. The extent to which the IMC team and the Project have assisted in curriculum development and provided curriculum and instructional materials resource assistance is

1. Over 3, 217 curriculum and instructional materials resource requests have been provided.
2. Several IMC team members serve on system and region curriculum committees.
3. Several IMC team members has participated in system and region curriculum meetings.
4. IMC team members have visited educators to provide individualized assistance in curriculum planning and development.

The activities cited in this Major Accomplishment partly satisfy Objective # 2. This and the previous accomplishment satisfy Objective # 2 for Fiscal 91.

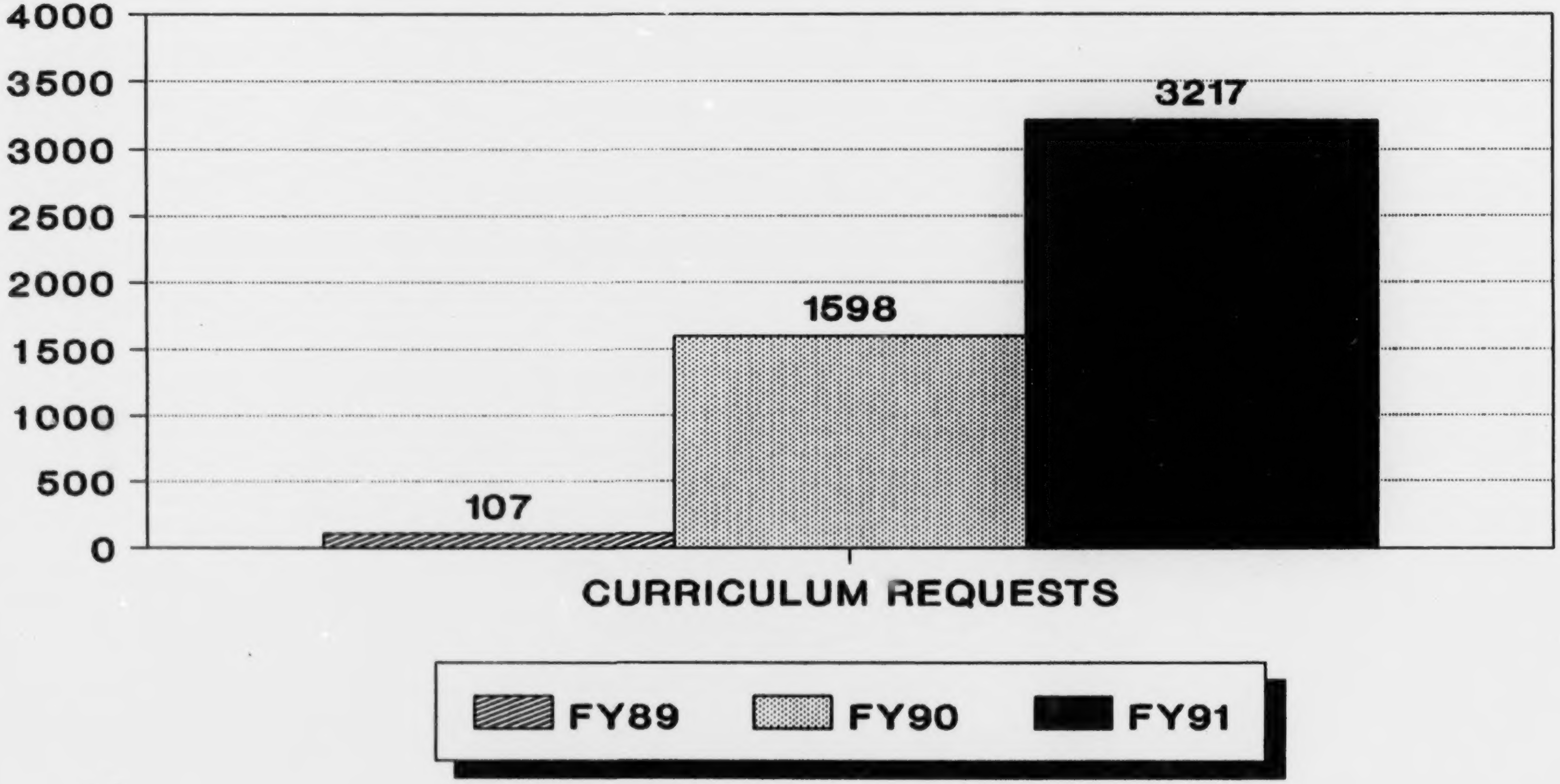
MAJOR ACCOMPLISHMENT 6

Present in-service workshops to vocational educators and other interested persons throughout the State of Illinois.

During Fiscal 91 the IMC team presented two hundred ninety (290) In-service workshops. The exact number of times and topics of these in-service workshops are shown in Table 6 on page 26.

Workshops were presented by the IMC team throughout the state. These were primarily presented at the request of system directors at the system or region levels.

CURRICULUM REQUESTS
FISCAL YEAR COMPARISONS



WORKSHOPS

ITEM:	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE		TOTAL
ARTICULATION			1										=	1
EMPLOYABILITY SKILLS		3		5	6		2	4	2	1	1		=	24
MARKETING VOC. ED.	1	2		3	1	1	2	1	2				=	13
RESOURCES MATERIAL	1	5		4	4	1	2		3	2			=	22
CRP OVERVIEW	1	2	1	1	3	2			3	2			=	15
SOFTWARE		2											=	2
SPECIAL NEEDS			1							1			=	2
ENTREPRENEURSHIP			1		2		1						=	4
INTEGRATION		8	6	27	17	9	13	16	9	10	3	1	=	119
TECH-PREP			1	1	4		6	2	3	4	2	1	=	24
PROBLEM SOLVING			1	5				1	5	1	2		=	15
TEACHING STRATEGIES				1									=	1
APPLIED COMM.				1		2							=	3
VOC. ETHICS					2			6	8	2	1		=	19
CRITICAL THINKING					1								=	1
STRATEGIC PLANNING					1			1					=	2
TEAM BUILDING						1	1	1	1		1		=	5
TOUR OF TECHNOLOGY							2	1					=	3
VOC. ED. ISSUES									1	2		6	=	9
APPLIED MATH									1	1			=	2
APPLIED ACADEMICS									1	2			=	3
VIP											1		=	1
TOTALS:	3	22	12	48	41	16	29	33	39	28	11	8	=	290

TABLE 6: Monthly Tabulation of IMC Workshops

The IMC team also conducted in-service workshops for other sponsoring agencies. In-service workshops were presented at four statewide educational conferences, at four state professional organization conferences, at three district professional organization conferences, and at correctional institutions.

Several IMC team members presented in-service workshops on two different university campuses. The participants at the NIU campus workshop were graduate and undergraduate university students. The WIU participants were faculty members and department chairpersons.

In Fiscal 91, Integration was the most frequently presented workshop topic. Employability Skills and Tech-Prep tied for the second most frequently requested workshop.

Workshop content has continually been "tailored" to achieve the objectives of the person initiating the workshop request.

Thus each workshop presentation has been "customized" to meet the needs of the clientele being served.

At the close of each workshop, participants were asked to evaluate the presentation. The evaluation mean for all workshops has been four or above on a five point scale. In many instances, participants have rated the workshop presentation as being a 5, the highest possible score.

It should also be noted that the workshops reached a widely diversified population. Of special note are the workshop sessions presented at the four education conferences. At the Decatur educational conference more than one workshop session for two different topics was presented.

Participants at the Mt. Vernon, Quincy, Rock Island/Milan, and Decatur education conferences represented a different population than the vocational educators who generally compose the workshop persons. Educational conference participants are faculty and administrators from universities and community colleges, school board members, public and private school administrators and academic teachers. Thus these workshops enabled the IMC team to reach and reach out to another population. At the same time, workshops at these conferences evidence additional support for the three DAVTE primary priorities.

Workshop sessions were conducted at the state professional meetings of the Illinois Vocational Association (IVA), Illinois Business Education Association (IBEA), Illinois Vocational Home Economics Teacher Association (IVHETA), and Galaxy. Two workshop sessions were presented at IVA. Workshop sessions were also presented at the DAVTE sponsored EFE System Directors meeting in Effingham.

Persons attending the Galaxy state conference were members of each of the home economics discipline professional organizations and the University of Illinois extension staff. These conference participants span a broad spectrum and included faculty from public and private secondary schools, community colleges and universities, home economists employed in business and industry, and county extension agents.

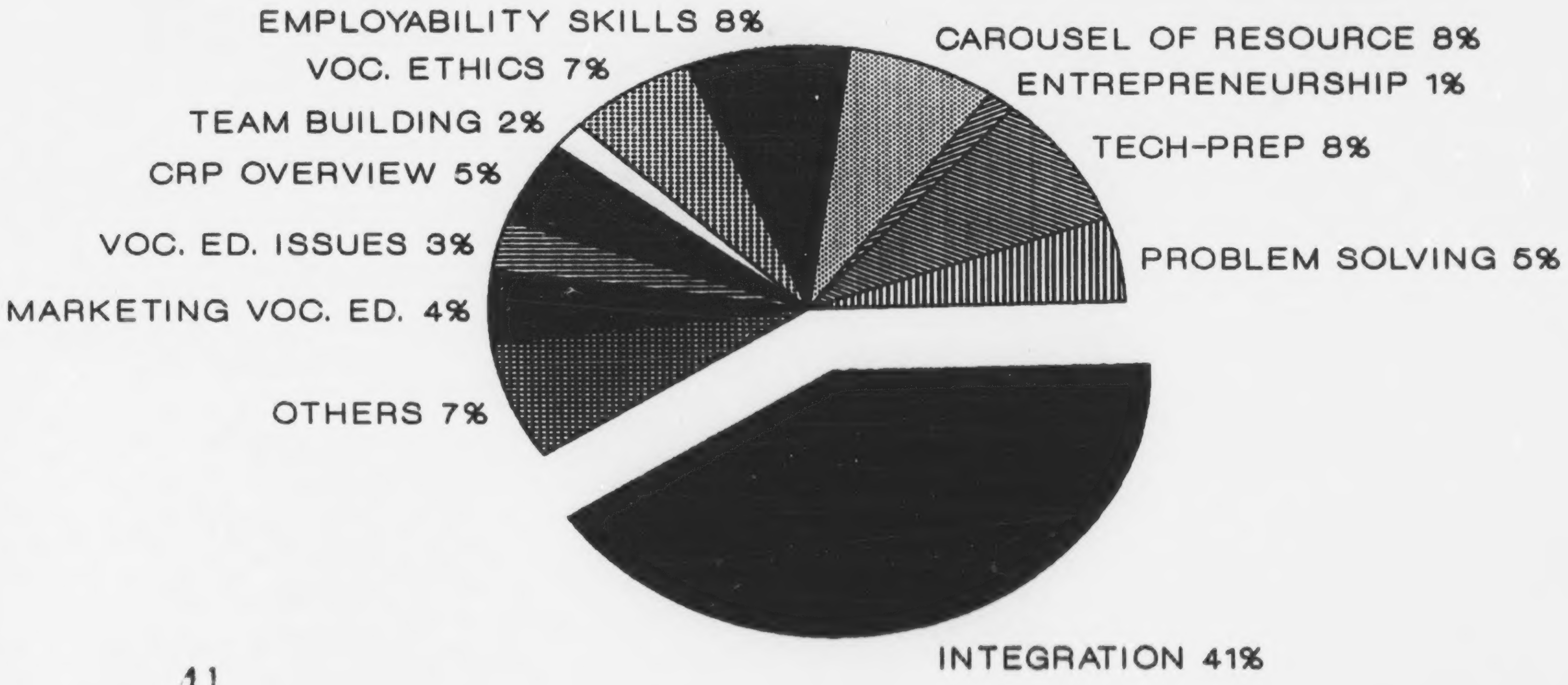
At the close of Fiscal 91, the IMC team presented a total of two hundred ninety (290) workshops throughout the state. The frequency and topics of workshops is shown above in Table 6. During Fiscal 91, a total of twenty-two (22) different workshop topics were presented. The graph, shown on page 28, illustrated a percent breakdown by topic for the 290 in-service workshops presented in fiscal 91.

Fiscal Years 89, 90 and 91

A comparison of the Project's three fiscal years reveals this was a consistent and on-going effort. These workshops

WORKSHOP PRESENTATIONS

FY 91



provided support for DAVTE priorities, assisted with curriculum development and assisted system directors with staff development.

Of special interest are the changes that occurred during the three fiscal years. During the three fiscal years,

1. The number of workshop topics expanded.

2. There was a definite shift in workshop topic emphasis.

3. The audience composition expanded from primarily vocational educators to encompass a broad spectrum of workshop participants.

A comparison of the three fiscal years, shown on page 30 reveals the number of workshop topics increased. During fiscal 89, a total of nine (9) topics were presented. In Fiscal 90, fifteen (15) topics were presented. At the close of Fiscal 91, a total of twenty-two (22) topics had been presented.

During the three fiscal years, the emphasis or demand for particular workshop topics shifted. This shift is evident in the charts on pages 28, 31, and 32.

In Fiscal 89, an overview of the Curriculum Revitalization Project was the most frequently presented workshop. The Carousel of Resources was the second requested workshop topic.

Employability Skills was the most demanded topic in Fiscal 90. Marketing Vocational Education and Carousel of Resource were the second and third requested workshop topic. In Fiscal 91 Integration was the most frequently requested workshop. Employability Skills and Tech-Prep workshops tied for second place. The fourth most frequently requested workshop was Vocational Ethics.

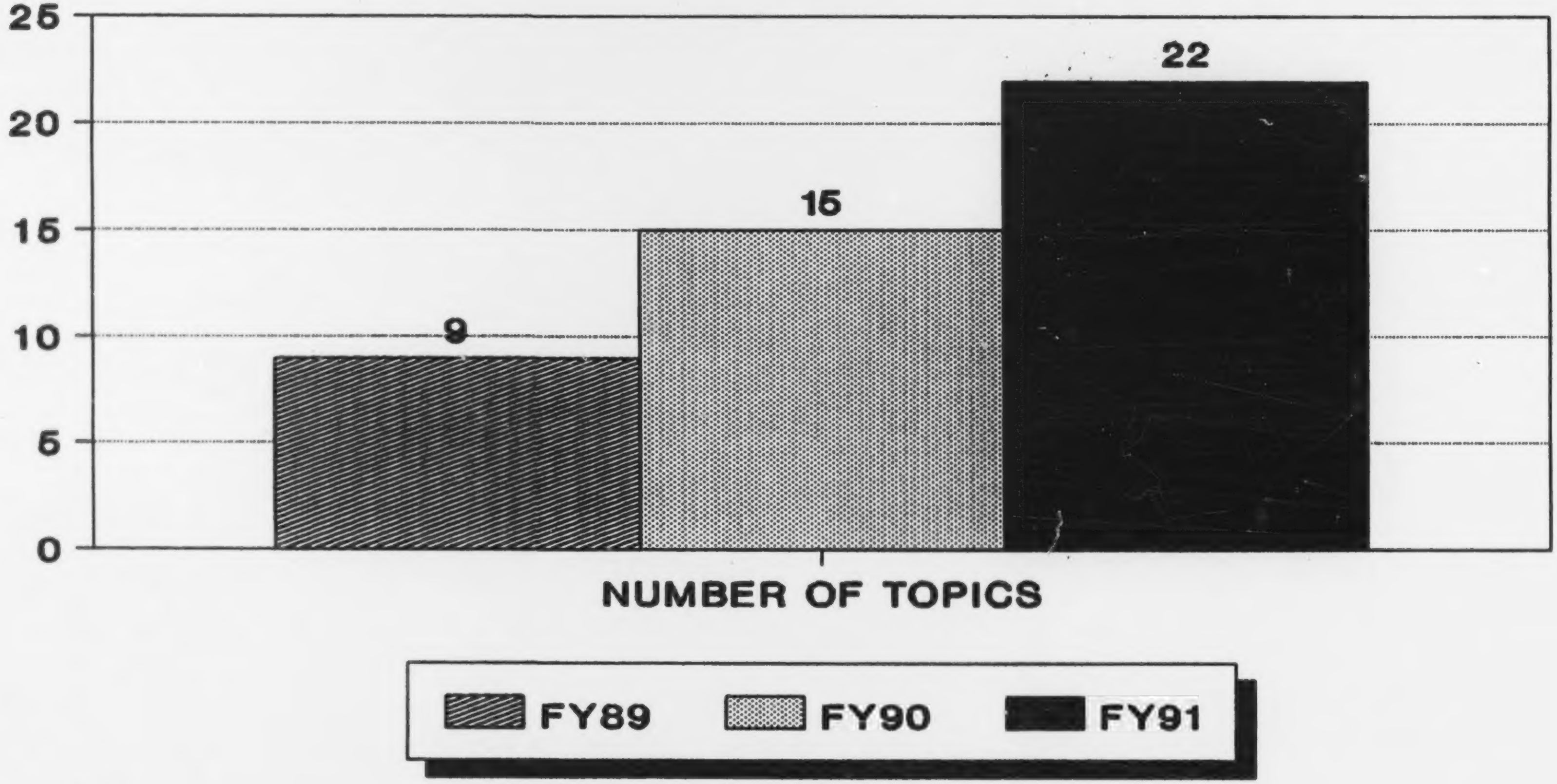
During Fiscal 91, there was a slight decline (3) in the total number of workshops presented from the total number presented in Fiscal 90. The rationale for this decline may culminate from the closing of the Project, the extensive involvement of the IMC team with the Tech-Prep planning grants and/or other IMC activities within their respective regions.

SUMMARY

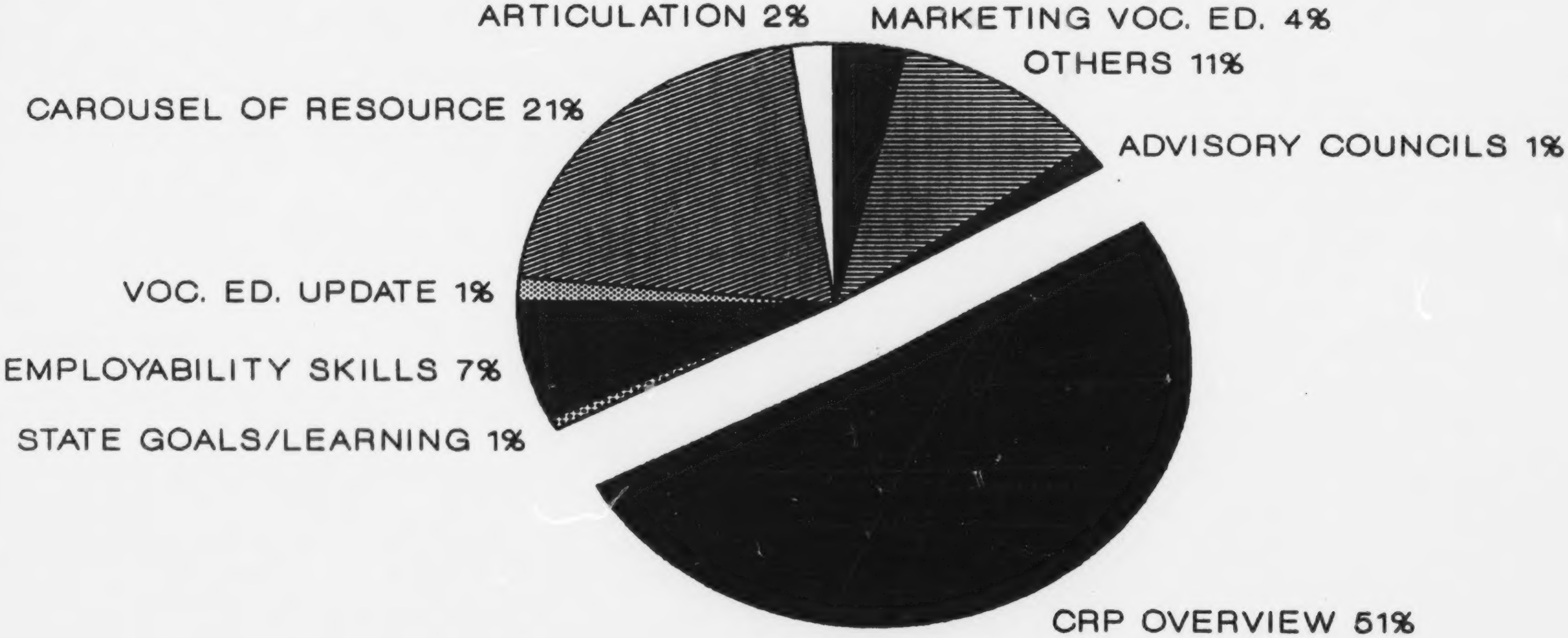
The IMC team made in-service workshop presentations for a diverse audience within the State of Illinois. There are several indicators of the success of these workshops.

The first success indicator is the continuing demand. Another success indicator was the scores achieved on workshop evaluation instruments. Still another success indicator was the continuing requests for the IMC to return to present another workshop topic. The increased demand for workshops presented on

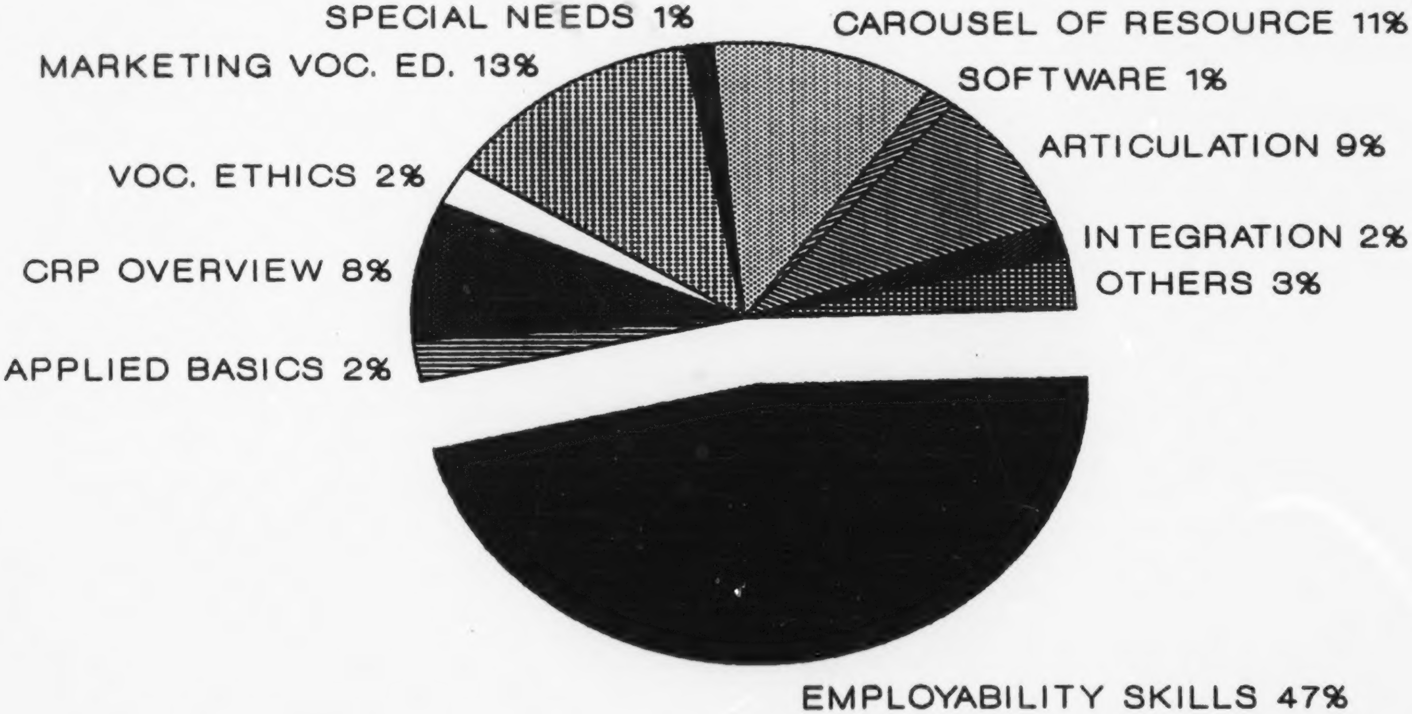
WORKSHOP TOPICS
FISCAL YEAR COMPARISONS



WORKSHOP PRESENTATIONS
FY 89



WORKSHOP PRESENTATIONS
FY 90



university campuses, workshop sessions at educational conferences, and the correctional institutions are additional indicators of these presentations.

The achievement of this major accomplishment partly fulfills Objective two (2) of the Curriculum Revitalization Project.

MAJOR ACCOMPLISHMENT 7

Provided assistance and services to vocational educators, administrators, Regional Delivery System Directors, community colleges, and others throughout the state of Illinois.

The assistance and services provided by the Instructional Materials Coordinators encompassed three distinctly different avenues. These were workshop presentations, response to requests for curriculum and instructional materials, personal contacts and individual assistance to target populations.

The service and assistance provided through workshops were discussed in Major Accomplishment 6. The responses to requests for curriculum and instructional materials was discussed in Major Accomplishment 5. Other assistance and services not previously addressed are discussed below.

PEOPLE CONTACTED

ITEM:	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE		TOTAL
ADMINISTRATORS	77	197	75	80	171	84	142	102	128	148	55	67	=	1326
TEACHERS	404	1016	368	1128	1175	578	717	955	1230	1267	353	142	=	9333
COMM. COLL. DEANS	22		6										=	28
STUDENTS	103		140		49					25	203		=	520
PROFESSIONAL CONS.	10	35		21	35		7			44		25	=	177
UNIVERSITY FACULTY		14		9	18				41	120	10	66	=	278
SPECIAL NEEDS			12										=	12
GUIDANCE COUNSEL.				54		30			8	20	20		=	132
UNIV. COUNCIL MEMB.				1						12			=	13
BUSINESS/INDUSTRY										75			=	75
OTHERS	1			20						30			=	51
TOTALS:	617	1262	601	1313	1448	692	866	1057	1407	1741	641	300	=	11945

TABLE 7: Monthly Tabulation of IMC Personal Contact

PERSONAL CONTACTS

During fiscal 91, the Instructional Materials Coordinators had personal contact with a broad spectrum of individuals. Table 7 illustrates the extent, diversity and frequency of these personal contacts.

As shown in Table 7, during fiscal 91 eleven thousand, nine hundred forty five (11,945) personal contacts were made with teachers, administrators and other interested persons. For the most part, these individuals were Illinois residents.

The average number of persons contacted per IMC team member slightly exceeded one thousand eight hundred sixty six (1,866). The number of persons contacted by the IMC team per month ranged from a low of three hundred (300) to a high of one thousand four hundred forty eight (1,448) with an average per month of one hundred fifty (155) contacts for each IMC team member.

It should be noted the data shown in Table 7 does not include any of the following

1. Personal contacts with either the 8 RVAs or the sixty-one (61) Regional Delivery System Directors in the State.
2. Persons attending professional conferences or state meeting.
3. Persons attending the monthly
    a. System Directors meeting.
    b. State Consultant staff meeting.

If persons attending any of the above were added to the data cited in Table 7, the total numbers of personal contacts would drastically increase. Adding all of the above would produce a drastic increase in the total number of personal contacts.

It should also be noted the above personal contact data does not include individuals contacted at professional organization, state or educational conferences or conventions. Should these contacts be included, the total number would increased even further.

The contacts recorded represent direct contact between the individual and an IMC team member. While it is true the above data does include workshop participants, these personal contacts represent a small percentage of the total shown in Table 7.

Fiscal Years 89, 90, and 91

A comparison of the annual data for the three fiscal years of the Project reveal a particular population growth has occurred with respect to administrators. As may be seen in the chart on page 36, there was a major increase with respect to the IMC team contact with administrators. In Fiscal 91 IMC contact with administrators more than doubled that for Fiscal 90 and slightly less than double for Fiscal 89.

Another point of interest pertains to IMC contact with two other groups - secondary students and university faculty. The IMC team increased their Fiscal 91 contact with secondary students by two hundred ninety four (294) percent over fiscal 90 and increased two hundred sixty (260) percent over Fiscal 89. This data is shown in the chart on page 37.

With respect to university faculty contact, there was no recorded contact for Fiscal 89. A comparison of Fiscal 90 and 91 shows an increase of one hundred eighty one (181) percent. This increase is shown on page 37.

OTHER ASSISTANCE AND SERVICE

Responding to curriculum requests, personal contacts and such represent only a portion of the assistance and services provided by the IMC team. The tables in this and other sections herein do not reflect the many other forms of assistance provided by the IMC team.

As a collective group the IMC team provides a multitude of assistance and services to the target population. The data contained herein does not reflect the true extent of the activities of each IMC within their respective regions. The report of additional assistance and services provided ONLY appears on their individual itineraries.

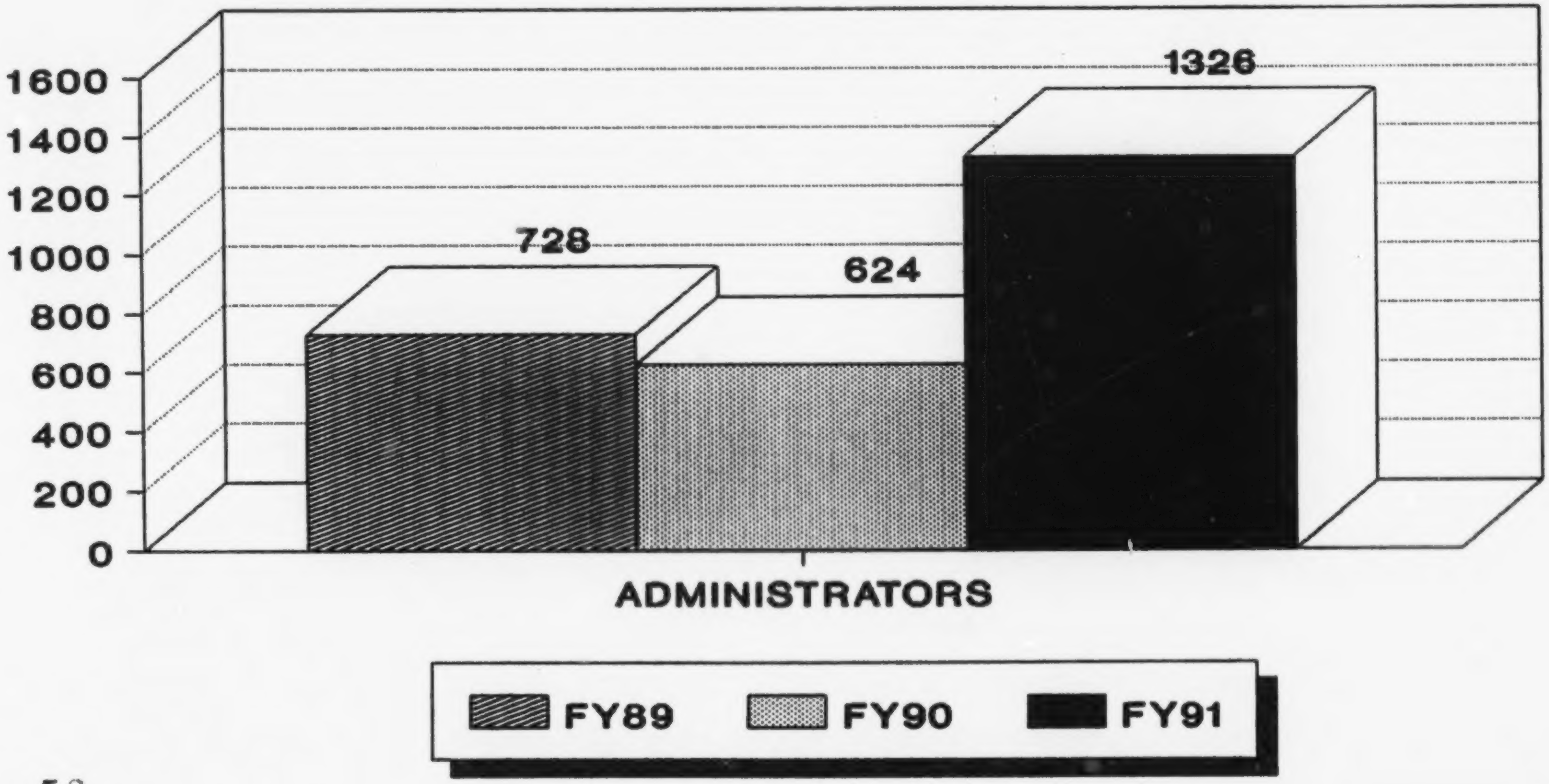
A cursory review of these itineraries for Fiscal 91 reveal a vast array of assistance and services. During Fiscal 91, the IMC team attended curriculum meetings, served on Region Curriculum committees, attended advisory and PIC councils, assisted with workshop planning, planned regional discipline meetings, served as a resource person, conducted research for individual system directors and educators, assisted with discipline curriculum development, and provided numerous other services and assistance.

A review of IMC itineraries for Fiscal 89 and 90 also contain a comparable listing. Copies of each IMC team member's itinerary for Fiscal years 89, 90 and 91 have been placed on file.

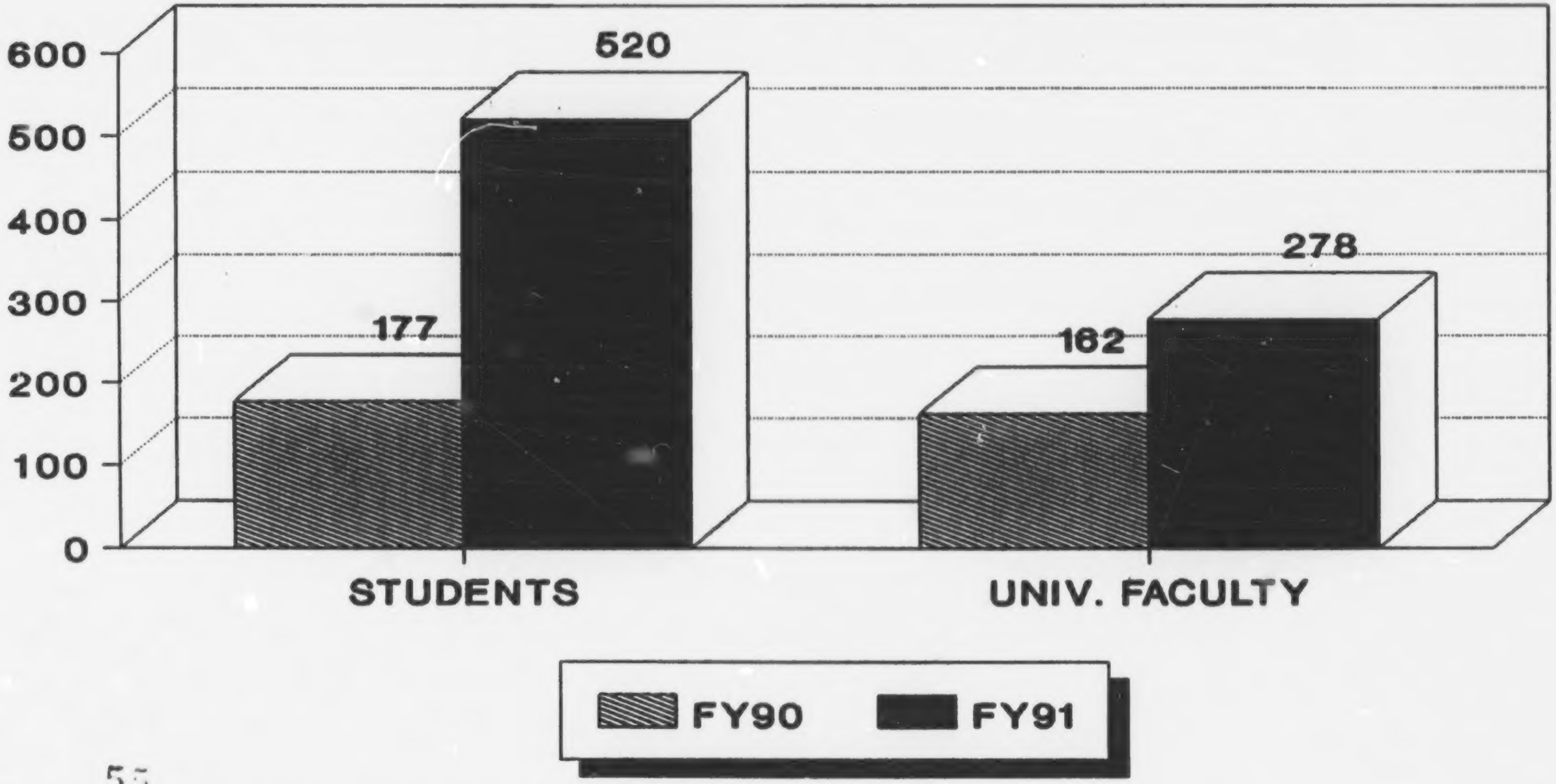
SUMMARY

An analysis of the three fiscal years clearly evidences there has been on-going contact between the IMC team, the target population and other persons throughout this and other states. This contact has enabled the IMC team to support DAVTE

ADMINISTRATORS CONTACTED
FISCAL YEAR COMPARISONS



STUDENT & FACULTY CONTACTS
FISCAL YEAR COMPARISONS



FY89 FIGURES FOR FACULTY NOT RECORDED

priorities, assist in curriculum development and to respond for identified needs at the system, region and state level.

The IMC team has provided a multitude of services and assistance to the target populations and others. The itineraries of the IMC team reveal services and assistance in addition to those identified in the data tables.

This major accomplishment partly fulfills Objective # 4 of the Curriculum Revitalization Project.

MAJOR ACCOMPLISHMENT # 8

Establish a link and working relationship with other State Agencies, DAVTE projects and DAVTE sponsored events.

This major accomplishment involves both the other State agencies and current or completed DAVTE projects. Since these are two widely divergent aspects, each is discussed separately below.

OTHER STATE AGENCY INVOLVEMENT

The other state agencies are composed of Department of Corrections, Department of Rehabilitation Services (DORS) and Department of Mental Health. The assistance and service provided for each of these is discussed below.

DEPARTMENT OF CORRECTIONS

The close working relationship with the Department of Corrections began in Fiscal 90. The initial presentation of in-service workshops begun earlier was continued during Fiscal 91.

Upon request, in-service workshops were conducted at several correctional facilities throughout the state in Fiscal 91. The evaluation scores were high indicating the success of these workshops. An additional success indicator is reflected in the number of curriculum and instructional materials requests from correctional faculty.

DORS AND MENTAL HEALTH

The working relationship established earlier with these two State agencies continued in Fiscal 91. Information and curriculum materials were shared between these agencies and the Curriculum Revitalization Project.

The IMC team has informed educators of the specialized tasks list developed by these two State agencies. Information has been distributed regarding the bibliographies developed by these agencies. Curriculum and instructional material requests are honored when received.

OTHER DAVTE PROJECTS

A cooperative working relationship has evolved between the CRP and other DAVTE projects. The nature and extent of this involvement was governed by the specific DAVTE project. Thus the manner in which the IMC team was able to assist was dependent upon the objectives of each project. The assistance provided each is discussed separately below.

Curriculum Publications Clearinghouse

The Curriculum Publications Clearinghouse (CPC) is a DAVTE sponsored project. The IMC team undertook special efforts to make certain educators and administrators in each region were aware of and encouraged to utilize this valuable resource.

At each workshop, CPC catalogs are distributed. A discussion of the services and materials available are discussed at some point in every workshop. (See workshop notebooks or Appendixes for Fiscal 89, Final Report, Fiscal 90 Final Report, or First Quarter Report, Fiscal 91).

Specific materials available from CPC are often included in the Carousel of Resources workshops. By the close of fiscal 91, several hundred CPC catalogs had been distributed to educators throughout the State.

CPC has consistently kept the Project informed of new materials. When feasible, resources available from CPC are cited as requests for curriculum and instructional materials are received.

To assist with the DAVTE integration priority, CPC developed and printed a brochure identifying the CORD and Principles of Technology materials available through their office. The IMC team distributed these brochures throughout the state at the integration and other in-service workshops. These brochures were also included when integration curriculum requests were honored.

Illinois Vocational Curriculum Center (IVCC)

The IMC team has worked closely with IVCC to make the target population aware of this valuable resource. Here again, information about IVCC and their services are discussed at every workshop. (See workshop notebooks or Appendixes for Fiscal 89, Final Report, Fiscal 90 Final Report, or First Quarter Report, Fiscal 91).

Resource listings for each workshop cite specific curriculum and instructional materials available from IVCC. When responding to individual teacher requests, materials available from IVCC are cited when feasible.

IVCC has reported a marked increase in requests for curriculum and instructional materials. It is assumed some portion of this increase is due, in part, to the IMC team's effort to make the target population aware of IVCC.

Other IMC team efforts have been done to increase the working relationship with IVCC. Ms. Randi Maxfield, IVCC staff. attends IMC staff meetings when her schedule will permit and, when possible, is present as workshops are developed, revised or modified.

The IMC team consults and works with the IVCC staff to compile resource listings for workshops. This collective effort ensures resources lists contain the most recent materials. At the same time, the IVCC personnel are cognizant of the items cited on in the resource listings.

Since the resource listings for all workshops identify IVCC materials, a monthly calendar of workshop dates, locations and titles is sent to Ms. Maxfield. With this information, the IVCC staff is able to anticipate which requests will be received and when to expect these.

IVCC sends a monthly list of new acquisitions to the Project staff. In this manner, the IMC team keeps abreast of new materials and is able to so inform the target populations.

Illinois Industrial Plan

During fiscal 91, Mr. Dennis Gallo conducted a series of workshops throughout the state. These in-services were a part of the series of workshops to acquaint educators with another aspect of the Illinois Plan for Industrial.

One or more IMCs were present at these in-service workshops. The involvement of the IMC team in these in-service workshops is shown in Table 8.

DISSEMINATION MEETINGS ATTENDED

ITEM:	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE		TOTAL
IL PLAN - INDUSTRIAL			1	2	1	4		3	3				=	14
TOTALS:	0	0	1	2	1	4	0	3	3	0	0	0	=	14

TABLE 8: Monthly Tabulation of IMC Attendance at Curriculum Dissemination Workshops

The IMC team member's responsibility was as a resource consultant and "broker of information". During the workshop, participants had the opportunity to examine and discuss with the IMC team member the curriculum and instructional materials applicable in the Illinois Plan for Industrial.

Applied Academic Project

Several DAVTE sponsored Applied Academic projects were being conducted at Illinois State University. The directors of these projects and the CRP Co-Directors communicated with each other on a regular basis.

The assistance provided these project has been varied. Information concerning the CORD materials was distributed at each Integration and other appropriate workshops.

Dr. Joe Talkington worked closely with the CRP personnel. When feasible, Dr. Talkington attended IMC staff meetings. Dr. Tom Haynes kept the Project personnel abreast of his work. When requested, the CRP personnel provided assistance and services.

Home Economics Curriculum

Dr. Charlotte Carr at Illinois State University, was finalizing the new Home Economics Curriculum. Throughout Fiscal 91, the CRP personnel has provided assistance at various times when requested.

Three IMC team members worked with Dr. Carr to identify appropriate curriculum and instructional materials. In Fiscal 91, these individuals provided resource lists of appropriate software, hard print and other media.

Two software workshops for Home Economics educators were conducted in Fiscal 91. One workshop was held at IVHETA and the other in Region IV. As a part of these workshops, home economics educators were asked to evaluate the software. At the Region IV workshop, educators were also requested to identify where each software package could be appropriately sited. The information from both these workshops was given to Dr. Carr.

SUMMARY

The above clearly evidences the IMC team has established a link and working relationship with other State Agencies, DAVTE projects and DAVTE sponsored events. The assistance and services provided span a broad spectrum. These services and assistance have been provided through the individual and collective efforts of the IMC team.

Major Accomplishment #8 satisfies Objective 3 of the Curriculum Revitalization Project. At the same time, this accomplishment partly satisfies Objectives two (2), four (4) and five (5) of the Project.

MAJOR ACCOMPLISHMENT 9

Developed public awareness of and public relations for the Curriculum Revitalization Project services.

The data and discussion in previous sections evidences that the target populations throughout the state of Illinois have become aware of the Curriculum Revitalization Project, its personnel and services. Through the collective efforts of the IMC team, their ever expanding communication networks, workshops, and responses to curriculum and instructional materials requests, there has been an ever increasing awareness AND utilization of the services by the target population and others.

While the IMC team might well rely on their collective endeavors as the sole methodology to achieve the Major Accomplishment sited above, such is not the case. Cognizant of the importance of public awareness and positive public relations, the Curriculum Revitalization Project and the IMCs undertook several additional procedures to achieve this major accomplishment utilizing diverse methodology.

Products produced during fiscal 89, 90 and 91 were utilized. Services and assistance provided by the IMC team contributed to this awareness and positive public relations. The specifics involved in achieving this accomplishment are discussed separately below.

BROCHURES AND INSERTS

In fiscal 89, two different brochures were developed and printed. One was an informative brochure about the Curriculum Revitalization Project. The second was an Empowered Person, Employability Skills brochure. Workshop portfolio folders were utilized. (For copy see Appendix FY 89, Final Report)

Curriculum Revitalization Project Brochure.

To acquaint vocational educators and others with the Curriculum Revitalization Project and the available assistance, a brochure was developed, printed and distributed in fiscal 89 and 90. In Fiscal 91, these brochures were reprinted and distributed by the IMC team and Project Co-Directors.

These brochures were distributed at system or region meetings, every workshop, and at state and professional organization meetings. In addition, brochures were distributed each time the exhibit was on display.

A unique feature, was by attaching their business card, the IMC team member is able to "personalize" the brochures they distributed. This capability enabled each one to (1) direct the recipient's attention to the business card and (2) inquire as to how the IMC might be able to provide immediate assistance.

Brochure recipients had the option of (1) contacting the IMC by telephone or (2) mailing the attached post card to the Project Office. In the latter instance, post cards received in the Project office are forwarded the next day to the IMC serving that region.

Brochure Inserts

In fiscal 91, the brochure insert originally developed and printed in fiscal 90 was corrected and reprinted. One side listed the names, address and telephone number for each IMC, Project Co-directors, and the Project office. The opposite side contained a map identifying each Region.

The insert was designed to serve two different functions. It could be enclosed in the Project brochure or distributed as a separate handout.

Empowered Person, Employability Skills Brochure

An Empowered Person brochure was developed by DAVTE in fiscal 90 and printed by the Project. The purposes were to emphasize the vital importance of Employability Skills to achieving success in the labor market and to reinforce the need to infuse these skills into the curriculum.

The Empowered Person brochure was distributed at each Employability Skills and other appropriate workshops. This brochure was also distributed or available at the Project exhibit display. (For copy see Appendix Fiscal 90, Final Report)

WORKSHOP PORTFOLIO FOLDER

A specially designed workshop portfolio folder was another item developed and utilized to create public awareness and a positive image. Each workshop participant was given a portfolio folder. The portfolio folder contained handout materials for the specific workshop being conducted.

On the outside of each portfolio was a self adhesive Project label. The project logo, name and address appearing on a white background contrasted sharply with the blue portfolio folder. In addition to serving as a convenient holder for workshop materials, it later became an easily identifiable source of further assistance when the need arose. (For copy see Appendix FY 90, Final Report)

The IMC's personal business card was displayed inside the folder. Each workshop portfolio contained a Project brochure. The primary objectives for placing Project information on the front and inside the workshop portfolio folder was to (1) increase public awareness of the project, (2) develop positive public image of the Project, and (3) ensure the participant had the names, addresses and telephone numbers readily available. The project brochure provided a readily available avenue for the participant to request information and/or assistance along with a means to satisfy this need.

The number of requests received by the IMC team following a workshop attests to the success of these portfolio folders. (For copy see Appendix, Fiscal 90, Final Report).

Workshop Publicity Fliers

Workshop publicity fliers were developed and printed for fiscal 91. These fliers identified the workshop topics available for Fiscal 91. Also listed were the name, address and telephone numbers for the IMC team and the Project office. (See APPENDIX D).

The fliers were distributed at workshops and when the exhibit was on display. Fliers were also placed in each workshop portfolio and mailed to System Directors, RVAs and other appropriate personnel.

Individual Workshop Publicity Transparencies

A series of personalized workshop publicity transparencies were developed and produced for each IMC and the Project Co-Directors. These transparencies contained a replication of the IMC's business card, listing of available workshop topics, and a short informative description of each workshop topic. (See APPENDIX D.

At some point in each workshop, the IMC displayed this series of personalized transparencies. During this, the IMC gave a short synopsis of other topics and discussed the procedures to schedule other workshops.

TRAVELING PROJECT EXHIBIT

A Curriculum Revitalization Project exhibit that could readily be transported and easily assembled for display purposes. Designed and developed in fiscal 89 and completed in Fiscal 90. (For details see Fiscal 90, Final Report.)

During fiscal 91, the Project exhibit was on display at professional organizations state conferences such as the Illinois Vocational Association and Illinois Business Education Teachers Association. The exhibit was also displayed at the Mt. Vernon educational conference. In addition to these, where space permitted, the exhibit was displayed at workshops, system or region meetings.

This permanent traveling display increased awareness and presented a positive public image and developed awareness of the project. It also served as a medium to inform the target populations of the services and assistance available from the IMC team and the Project. The number of persons visiting the exhibit at IVA and the repeated requests to have the display on exhibit are only two examples of the success of this traveling exhibit. The display was returned to DAVTE at the completion of the Project. (See APPENDIX E)

OTHER AVENUES

The extent to which each IMC has become a familiar face to vocational educators, System Directors, and community college personnel is further evidence of this major accomplishment. The frequency of visits to community colleges, the inclusion of IMC team members on region wide curriculum committees, and the myriad of other things the IMC team participated in, conducted or has been actively involved at the state, region and system levels further contributed to this accomplishment.

SUMMARY

The IMC team has developed public awareness and positive public relations for the Curriculum Revitalization Project. The brochures, brochure insert, workshop portfolios folders, traveling exhibit, workshop publicity fliers and personalized workshop publicity transparencies were specific products designed to accomplish this major accomplishment.

Along with these, the expertise, personal characteristics, and extensive involvement of the IMC team at the system, region, state and national levels have been an important contribution to achieving this major accomplishment. This major accomplishment satisfied Objectives five (5) of the Curriculum Revitalization Project.

MAJOR ACCOMPLISHMENT 10

Provide a subcontract to Southern Illinois University at Carbondale to field test a system for integrating tasks lists with Cooperative Vocational Education that was developed during FY90

Southern Illinois University at Carbondale was requested to submit a subcontract to field test a system for integration tasks lists with Cooperative Vocational Education that was developed during FY90. Southern Illinois University at Carbondale refused the contract to field test the system. Through consultation between the Contract Administrator, Mr. Ohare, and the CRP Co-Director, Dr. Wendell L. Swanson, an alternative subcontract was written with Dr. William Gooch. This subcontact was approved by DAVTE. (See APPENDIX F).

The purpose of the subcontract was to support the activities to achieve the objectives described in a proposal submitted to DAVTE on October 11, 1990. This proposal is in APPENDIX F.

During Fiscal 91, Dr. Gooch conducted a field test of a system for integrating tasks lists with Cooperative Vocational Education that was developed during FY90. The report of this field test is shown in APPENDIX F.

EVALUATION AND IMPACT

The evaluation and impact of the Curriculum Revitalization Project are discussed separately below.

EVALUATION

An evaluation of the Project consists of three aspects. One evaluation may be ascertained in the ten Major Accomplishments and the findings previously cited. The IMC summarization of the systems within their respective regions shown in APPENDIX G. An additional evaluation is cited below in the Project Termination Summary discussion.

PROJECT TERMINATION SUMMARY

The Curriculum Revitalization Project was funded by DAVTE and conducted for three fiscal years. This project was unique. It was the first project outside the DAVTE agency to address providing individualized services and assistance to a specified target population (primarily vocational educators) at the "grass roots" level. As such, the target population had curriculum and instructional personnel in their region who worked in concert with DAVTE personnel. Located within each of the seven DAVTE regions, a telephone call to an IMC produced immediate information, assistance and service.

The success achieved in each fiscal year is documented in the Final Reports for Fiscal 89, 90 and herein for Fiscal 91. As separate entities these reports do NOT attest to the overall success achieved during the Project's three fiscal years.

The data compilation for the three fiscal years of the Project existence is shown below. This data clearly evidences the validity of the DAVTE decision to establish and fund the Curriculum Revitalization Project.

For clarification, the data tables shown below have been edited. To ascertain the complete data refer to the detailed data tables herein and/or the Fiscal 89 and 90 Final Reports.

PEOPLE CONTACTS

At the inception of the project, person-to-person contact was deemed to be a vital component necessary to achieve Project objectives. The extent of this person-to-person contact between selected target populations and the IMC team for the three fiscal years is shown in Table 9.

PEOPLE CONTACTED

ITEM:	*FY89*	*FY90*	*FY91*	*TOTAL*
ADMINISTRATORS	728	624	1326	2678
TEACHERS	4115	11073	9333	24521
STUDENTS	200	177	520	897
UNIVERSITY FACULTY	0	162	278	440
OTHERS	713	640	488	1841
TOTALS:	5756	12676	11945	30377

TABLE 9. Person and IMC Contact, Fiscal Years 89, 90 and 91

The Table 9 data reveals that during the three fiscal years the IMC team had thirty thousand, three hundred seventy seven (30,377) contacts with the target populations and others. This represents an average of slightly over ten thousand persons per fiscal year.

It must be remembered, the above sited personal data DOES NOT INCLUDE contacts with System Directors, RVAs, DAVTE personnel or individual contact at conferences or meetings. Although the Co-Directors are members of the IMC team, their person-to-person contact is NOT and never has been included in the above tabulations. Inclusion of either of these situations would result in a drastically higher total of person-to-person contacts with the IMC team.

REGION AND SYSTEM INVOLVEMENT

Region and system involvement is closely aligned to person-to-person contact and yet a separate entity. Extensive IMC involvement at the system and region level was identified as another component necessary to achieve the Project objectives.

The rationale of extensive region and system involvement stems had two purposes. The first was for the IMC to be closely identified with their region. The second was to have the IMC be a participating, active member in system and region activities.

The identification of an IMC within their region had two outcomes. One identification outcome was the possessiveness of system and region personnel. It was quite common to hear the educators, system directors and RVAs make verbal references of "Our IMC, or "My IMC". This possessiveness was reciprocated as the IMC made reference to "My region, My systems and My teachers". This constituted the second identification outcome.

There were other identification success indicators. Educators and administrators within the region instantly recognized their IMC. The camaraderie between the IMC and target populations in their respective regions was yet another success indicator.

INVOLVEMENT

	FY89	*FY90*	*FY91*	*TOTAL*
REGION INVOLVEMENT:				
RVA CONTACTS	160	252	246	658
SYSTEM DIRECTOR MTGS.	45	59	58	162
OTHER SD CONTACTS	486	1359	1377	3222
COMMUNITY COLL. VISITS	73	140	153	366
OTHER REGION INVOLVE.	72	173	50	295
TOTALS:	836	1983	1884	4703
SYSTEM INVOLVEMENT:				
BOARD OF CONTROL	11	6	26	43
STUDENT SERVICES	21	20	30	71
OTHER SYSTEM INVOLVE.	83	110	98	291
TOTALS:	115	136	154	405
TOTAL REGION/SYSTEM INVOLVEMENT:	951	2119	2038	5108

TABLE 10: IMC System and Region Involvement for Fiscal Years 89, 90 and 91

The success achieved by the IMC team with respect to the second purpose: region and system involvement, is shown below. This data clearly attests to the extensive IMC involvement in systems and regions for the three fiscal years.

The above clearly evidence the Region and System Involvement by the IMC team during the Project's three fiscal years. During this time span, the IMC team were directly involved in nine thousand eight hundred eleven (9,811) region and system activities.

COMMUNICATION NETWORK

A continuing Project objective was to establish and maintain an on-going communication network. The purpose was to provide a communication link among system directors, educators, community colleges, systems, regions, DAVTE and universities.

The two previous data tables for the three fiscal years provide evidences of the communication network established between the target population. The impact of this network produced other outcomes within regions and systems.

1. System and Region educators
    - A. Formed their discipline networks and maintain on-going dialogues with each other.
    - B. Share information, teaching strategies and techniques with each other on a regular basis.
2. Discipline educator groups have been formed in many regions and meet on a regular basis.
3. The constant requests IMC team members received for information, assistance and services from the target populations.

While the above collectively evidence the strength of this communication linkage, the individual itineraries of the IMC team reveal the impact and numerous evidences of the strength of their communication networks. Highly individualized, these instances do not lend themselves to spread sheet data collection. At the same time, citations on IMC itineraries clearly reflect the extent, strength and importance of these communication networks. The following data presents still further evidence of the impact of the communication networks.

"BROKERS OF INFORMATION"

A consistent Project objective for the IMC team was to become "brokers of information". Designed to satisfy the felt and verbally expressed educator need, the objective was to assist in identifying curriculum and instructional materials. The data below demonstrates the success the IMC team achieved as "brokers of curriculum and instructional materials information".

Throughout the project duration the IMC team utilized several avenues to be "brokers of information". The extent to which the IMC team became "brokers of curriculum and instructional materials information is shown in Table 11.

CURRICULUM REQUESTS

ITEM:	*FY89*	*FY90*	*FY91*	*TOTAL*
APPLIED ACADEMICS	0	9	108	117
DISCIPLINES:				
AGRICULTURE	7	192	95	294
BUS., MARKET. & MANAGE.	13	241	263	517
HEALTH OCCUPATIONS	3	22	39	64
HOME ECONOMICS	13	232	486	731
INDUSTRIAL	15	331	294	640
EMPLOYABILITY SKILLS	14	189	524	727
INTEGRATION	0	4	610	614
OTHERS	42	378	798	1218
TOTALS:	107	1598	3217	4922

TABLE 11: Curriculum Request Responses by the IMC Team for Fiscal Years 89, 90 and 91

The above data identifies the curriculum and instructional materials requests the IMC team responded to during the Fiscal years 89, 90 and 91. During this three year time span, the IMC team and the Project office responded to four thousand nine hundred twenty two (4,922) requests for curriculum and instructional materials resource assistance.

The data cited in Table 11 does not contain the full extent to which curriculum and instructional materials assistance was provided by the IMC team. The number of responses would drastically increase if the numerous verbal requests received at meetings, conferences and such, the number of resource material on display at the Carousel of Resources or other in-services workshops were added to the above total.

There is an additional aspect this data does not reveal. Namely the curriculum and instructional materials requests received by IVCC and CPC. In almost every instance, the IMC team referred the person to one or both of these DAVTE sponsored projects for additional assistance.

IN-SERVICE WORKSHOPS

The presentation of in-service workshops began in Fiscal 89 and continued throughout the three year time span. In addition to serving the needs of systems and regions, in-service workshops were presented at state and national professional organization conferences, at correctional institutions, on university campuses, for other State agencies (DORS and Mental Health), for DAVTE sponsored conferences such as WECEP, at educational conferences and as a DAVTE staff in-service.

In the three year time span, the IMC team conducted seven hundred twenty (720) workshops as shown in Table 12 on page 26. In this same time span, the number of workshops expanded from nine (9) in Fiscal 89 to twenty two (22) by the close of Fiscal 91.

Starting in Fiscal 89, the demand for these in-service workshops has been honored whenever possible. In some cases, an IMC's schedule was completely filled, thus a workshop request for a particular date could not be honored. When this occurred, the IMC tried to secure an alternative date or have another IMC come and present the requested workshop. Unfortunately there were instances when neither option was possible i.e. no alternative date was feasible or the schedules for the entire team was filled.

Workshops served as a medium to in-service the target populations. The above is a compilation of the topics and frequency of these presentations by the IMC team. This data does not include instances when an IMC assisted one or more DAVTE personnel presenting a workshop, Nor does the above include situations when an IMC presented a short, informal informational discussion at a meeting.

WORKSHOPS

ITEM:	*FY89*	*FY90*	*FY91*	*TOTAL*
ADVISORY COUNCILS	2	3	0	5
APPLIED ACADEMICS	0	7	3	10
APPLIED COMMUNICATION	0	0	3	3
APPLIED MATH	0	0	2	2
ARTICULATION	3	25	1	29
CRP OVERVIEW	70	24	15	109
EMPLOYABILITY SKILLS	10	137	24	171
ENTREPRENEURSHIP	0	2	4	6
INTEGRATION	0	6	119	125
MARKETING VOC. ED.	5	38	13	56
PROBLEM SOLVING	0	0	15	15
RESOURCE CAROUSEL	29	32	22	83
SOFTWARE	0	4	2	6
SPECIAL NEEDS	0	4	2	6
STATE GOALS/LEARNING	1	0	0	1
TEAM BUILDING	0	0	5	5
TECH-PREP	0	0	24	24
TOUR OF TECHNOLOGY	0	0	3	3
VOCATIONAL ETHICS	0	7	19	26
OTHERS	17	4	14	35
TOTALS:	137	293	290	720

TABLE 12. IMC In-service Workshops for Fiscal Years 89, 90 and 91

PROFESSIONAL GROWTH AND DEVELOPMENT

A three month training period was instituted for each IMC team member. This three month period served as the primary medium to provide the necessary training and knowledge to enable the IMC to perform their responsibilities within their region. At the same time, this training period was also a time of professional growth and development.

The professional growth and development encompassed more than the three month training period time span. With the initial project fiscal year (FY89) a concerted effort was made to ensure the IMC team received continuous and on-going professional growth and development.

The continuing professional growth and development was done through the attendance at state and national conferences of professional organizations AND state sponsored conferences. The data in Table 13 identifies the extent of to which this occurred.

PROFESSIONAL GROWTH AND DEVELOPMENT

ITEM:	*FY89*	*FY90*	*FY91*	*TOTAL*
PROFESSIONAL ORGANIZATIONS:				
# OF DIFFERENT MEETINGS	8	17	16	41
NATIONAL CONFERENCES	1	3	2	6
STATE CONFERENCES	5	10	4	19
DISTRICT CONFERENCES	1	1	3	5
EDUCATION CONFERENCES	1	3	4	8
STATE SPONSORED CONF.:				
# OF DIFFERENT MEETINGS	7	15	13	35

TABLE 13: IMC Professional Involvement in Fiscal Years 89, 90 and 91.

SUMMARY

The IMC team and the Curriculum Revitalization Projects has compiled an outstanding record of success during the three fiscal years of its existence. The data herein clearly evidences this success.

The data can not record the numerous other assistance and service provided by an individual IMC within their region. This information is only shown on their individual itineraries and varies from region to region. Over the three year period, the IMC team members have planned and conducted region or system discipline conferences, served on region and system curriculum committees, taken active roles in region and system sponsored activities, assisted DAVTE personnel conducting in-service workshops, conducted research for a System Director or a vocational educator and performed many other services. In fact, listing all these services provided by individual IMCs would entail several pages.

At the same time, the above data does not record the numerous letters, telephone calls, and personal conversations attesting to the benefits received and the appreciation for the services or assistance provided by the IMC team and CRP. Beginning in Fiscal 89, these letters, telephone calls and such were received throughout the duration of the Project.

The expressions of support received in the Project office and by individual IMCs when the termination of the Project was announced is, by far, the most telling evidence of the impact and outstanding success of the Curriculum Revitalization Project.

IMPACT

There are numerous evidences of the impacts of the Curriculum Revitalization Project during Fiscal 1990-91. These impacts may be divided into three distinct levels - the target population, each DAVTE region and the state of Illinois. The impacts accruing at each level are discussed below.

PRIMARY TARGET POPULATION

The primary target population was vocational educators. The accomplishments cited herein evidence the following impacts on this target population.

1. Through meetings, workshops and presentations, vocational educators became more aware of the DAVTE priorities of integration and Tech-Prep and importance of incorporating applied academics in the Education for Employment curriculum.

2. Vocational educators did avail themselves of the services and assistance available from the Instructional Materials Coordinator team.

3. Through the efforts of the IMC team, vocational educators and administrators became more conversant with the importance of incorporating the empowered person skills in the Education for Employment curriculum.

4. Through their established communication network, each IMC served as a link between vocational educators, DAVTE and DAVTE projects.

5. Through the formal and informal publicity mediums the target population increased their awareness of the Curriculum Revitalization Project.

DAVTE REGION IMPACT

The second impact occurred in the seven DAVTE regions of the state. The impacts within each DAVTE region were:

1. Regional Delivery System Directors did avail themselves of the services provided by the IMC team.

2. There was an on-going dialogue between Regional Delivery System Directors and the IMC team member.

3. There was on-going dialogue between the Regional Vocational Administrator and the IMC team member.

4. A close working relationship and communication network was developed between the IMC and RVA, Regional Delivery System Director, community college deans and the University Council member.

5. Within each DAVTE region,

   a. The established communication network were maintained and strengthened.

   b. Resources were identified.

   c. Needs and priorities were identified and addressed.

   d. IMC team members attended monthly System Director meetings.

6. Workshops and presentations were made in every DAVTE region.

7. Two IMC team members served on region curriculum committees and one serves on the TACTIC region committee.

STATE LEVEL IMPACTS

There are numerous evidences of the impacts of the Curriculum Revitalization Project at the state level. These impacts are:

1. There is a close working relationship between DAVTE and the Curriculum Revitalization Project.
2. The IMC team has provided assistance and service to the targeted population throughout the state of Illinois.
3. The IMC team is providing service and assistance to the Other State Agency Delivery Systems in addition to those for a specific region.
4. A close working relationship has been established between the personnel of the Curriculum Revitalization Project, Illinois Vocational Curriculum Center and the Curriculum Publications Clearinghouse.
5. DAVTE has utilized the IMC team as a link to vocational educators, Regional Delivery System Directors and other persons throughout the State.
6. The IMC team has prepared and presented in-service for vocational educators and others throughout the State.

RESOURCE LISTING

Two categories of resources were utilized for the Project. The first was material resources. The second category consisted of human resources. Each resource category is discussed separately below.

MATERIAL RESOURCES

Material resources were a major asset to the IMC team. The material resources purchased in Fiscal 91 were primarily utilized for in-service workshops.

The material resources purchased in Fiscal 91 are as follows.

Think About It: A Word Problem a Day
Think About It - Math Problems
Think About It - Language Arts
Teaching Basic Skills for Home Economics
Trivia Math - Advanced Topics
S/Career Connections Teachers Guide
The Neglected Majority
Harvard Graphics Manual
Curriculum and Evaluations Standards for School Math
Brainstorming
  Eureka
  Accent on Algebra
  Trivia Math - Geometry

HUMAN RESOURCES

The human resources utilized by the Project may be classified in two groupings. The first consists of Paid Participants. The second are Unpaid Participants. Each grouping is discussed separately below.

PAID PARTICIPANTS

The paid participants for the Curriculum Revitalization Project consisted of the Project Co-Directors, secretary, and the seven Instructional Materials Coordinators and three outside consultants.

Project Co-Directors

The Administrative and Liaison Project Co-Director, Dr. Wendell L. Swanson, has been at Western Illinois University since 1951. In addition to serving as one of the Project Co-Directors, Dr. W. Swanson is the Vocational Education Director for Western Illinois University.

Dr. W. Swanson has a bachelor's degree in Industrial Education with a minor in business education. The master's degree was in Educational Administration with a minor in Industrial Education. The doctorate, from the University of Maryland, was in Industrial Education with a minor in Educational Administration.

Dr. W. Swanson's experience in teaching includes industrial courses in graphic arts, design, community college occupational programs, engineering drawing, research and professional industrial education. His present major field of teaching is computer aided design (CAD). Administrative experience in education directly related to vocational education spans thirty-six years and includes 2 years directing an adult program while in the army in Japan, 5 years as director of University Press, 2 years as Assistant Dean of the College of Applied Science, 13 years as Industrial Education and Technology Department head, and director of funded projects.

Significant industrial experience was gained while director of the University Press for approximately five years and in working with numerous industrial firms. He was on administrative leave for six months during the latter part of 1985 and first of 1986 to consult and work directly with industrial firms to improve his understanding of the educational needs of these corporations and to research opportunities available for graduates of industrial programs. Each year he is invited, and often attends, an international meeting of managers of computer aided design and computer aided manufacturing from 700 corporations. At this meeting, which normally includes no more than three educators among 800 participants, the group is updated on the latest technology and makes recommendations to major writers of CAD/CAM software and manufacturers of computer hardware. He has been a consultant to the New Jersey Higher Education Commission in the area of Technology/Engineering Education for the past six (6) years.

Dr. W. Swanson is active in community and professional activities. He was president of the Macomb Kiwanis Club in 1988-89 and takes part in Quincy Consistory Masonic degree work. He was co-chairman of the FY88 IVEPDA Fifth Annual Conference. He was the FY 89 Chairman of the University Council for Vocational Education in Illinois.

Address: Vocational Education Director
Knoblauch Hall 207G
Western Illinois University
Macomb, IL 61455
(309) 298-1061

The Project Co-Director for Training and Direction, Dr. Bettye B. Swanson, has been at Western Illinois University since 1969. Dr. B. Swanson's bachelor's degree was in Home Economics Education with a minor in Chemistry Education. The master's degree was in Educational Administration with a minor in Elementary Education. The doctorate, from Southern Illinois University, was in Curriculum and Instruction with a minor in Home Economics Education.

She has written three books - one of the two textbooks is currently being used in community colleges and universities. These textbooks are Introduction to Home Management (Macmillian Publishing Co., Inc., 1981),Consumer Challenges and Issues (Southwestern Publishing Company, 1987) and Instructor's Manual and Key, Consumer Challenges and Issues (Southwestern Publishing Company, 1987). In addition to these, Dr. B. Swanson has published numerous articles; was one of the authors for two revisions of the Illinois consumer education guidelines; and a co-author of the Suggested Learnings: Consumer and Homemaking Education (DAVTE, 1972).

Dr. B. Swanson has given presentations at national, state and regional conferences; been the keynote speaker at the Kentucky State consumer conference; and currently serves on the Editorial Board for the Journal of Consumer Education. She has been active in professional organizations having served as president of the Illinois Consumer Education Association; a member of the American Home Economics Association Family Economics committee; was selected to serve on the ISBE Consumer Education Objectives Development Committee and the New Initiatives State Committee, and chaired the Family Economics and Stability Committee for the New Initiatives State Committee.

Dr. B. Swanson's experience in teaching includes the junior high and secondary levels in public schools and university courses. In the junior high and secondary levels, she taught vocational home economics and chemistry. At the University level, her present major fields of teaching are graduate and undergraduate courses in home economics education (COOP), family economics, resource management, professional development, and vocational education seminar.

A professor of Home Economics, Dr. B. Swanson, has an extensive background in the Education for Employment curriculum initiative. She has used this knowledge to develop the content and materials for the Vocational Education Seminar graduate course offered by Western Illinois University. She has team taught this course numerous times with other WIU faculty members.

Address: Curriculum Revitalization Project
Tillman Hall 207
Western Illinois University
Macomb, IL 61455
(309) 298-1120

Instructional Materials Coordinators

Seven persons were employed in the position of Instructional Materials Coordinators for the Curriculum Revitalization Project. Their titles and qualifications are listed below in alphabetical order.

Donna J. Luallen served as the Instructional Materials Coordinator for Region III. She holds a bachelor's degree in Business Education from University of Illinois. Prior to assuming this position, she taught business education at Bluffs Community High School, Quincy Notre Dame High School and four summers taught keyboarding classes for Dunlap High School. Ms. Luallen has work related experience at CILCO, Norrel Temporary Service and the Peoria Association for Retarded Children.

Address: Educational Service Center # 11
200 South Lafayette
Macomb, IL 61455

Ms. Ethel Pichon is the Instructional Materials Coordinator for Region IV. Ms. Pichon holds a bachelor's degree in Business Occupations from Eastern Illinois University, graduate hours from University of Wisconsin Eau Claire and is currently taking graduate courses at Eastern Illinois University. Ms. Pichon taught sixteen years at the Danville Community College and the Vermilion Occupational/Technical Education Center before joining the IMC team. In addition to this, she has two years of industrial experience as a medical secretary at the Elizabeth Medical Center.

Address: Educational Service Center # 13
200 South Fredrick
Rantoul, IL 61866

Donald E. Smoot was employed as the Instructional Materials Coordinator for Chicago, Lake and Cook counties. Mr. Smoot holds bachelor's degree in Agriculture Education from Eastern Illinois

University. He anticipates receiving his Master's degree in August, 1990 from the same institution. Prior to assuming a teaching position at Catlin High School in 1982, Mr. Smoot has nine years of work experience in industry in the positions of operating engineer and job supervisor.

Mr. Smoot resigned from the Project effective on October 1, 1990 to assume a position with the DAVTE Career Guidance Project. His address, listed below, was effective until October 1, 1990.

Address: Prairie State College
202 South Halsted Street
Chicago Heights, IL 60411-1275

Mr. Thomas S. Sweatman was employed as the Instructional Materials Coordinator for Region V. Mr. Sweatman holds a bachelor's degree in Industrial Education from Eastern Illinois University. In addition to completing graduate hours at Southern Illinois University, he has completed workshops sponsored by automotive manufacturers. His experience in industry includes serving as a test mechanic for the National Auto Dealers Exchange and working as a general auto mechanic. Prior to joining the IMC team, Mr. Sweatman taught for sixteen years at Lincolnwood High School, Raymond, IL. Mr. Sweatman has received several awards for his teaching. Among these are the IVA Outstanding Teacher of the Year, the Teacher/Administrator of the Year, the International Technology Association Outstanding Program of the Year, and AVA New Professional.

Address: Hillsboro C. U. School District # 3
1311 Vandalia Road
Hillsboro, IL 62049

Ms. Judith A. Warthen is the Instructional Materials Coordinator for Region II. Mr. Warthen holds a bachelor's and master's degrees in Home Economics Education and several addition graduate hours from Illinois State University. She is currently pursuing the Education Specialist degree from Western Illinois University. Prior to assuming the IMC position, Ms. Warthen taught home economics education for eleven years at Lockport and Annawan High Schools. During this time she was actively involved in vocational student organizations and home economics professional organizations. While at Annawan High School, she served on Regional Delivery System committees, took an active role in community activities and taught at Blackhawk East Community College.

Address: Kewanee High School
1601 East Third Street
Kewanee, IL 61443

Ms. Mary R. Waters is the Instructional Materials Coordinator for Region I. Ms. Waters holds a bachelor's and master's degree in Home Economics and Vocational Education from the University of Wisconsin - Stout. She is currently pursuing a doctoral degree at the University of Illinois. Her teaching experience includes thirteen years as the vocational food service instructor at Indian Valley Vocational Center and two years as a private tutor at Mecosta-Osceola International School in Michigan. The outstanding food service program Ms. Waters developed and taught at Indian Valley Vocational Center received state acclaim.

Address: Tri-County Educational Service Center # 10
105 Sage Street
Channahon, IL 60410

Ms. Brenda Yates was the Instructional Materials Coordinator for Region VI. She holds a bachelor's degree in Home Economics Education from Southern Illinois University and has almost completed a master's degree in Vocational Education. Her ten years of teaching experience are at the secondary and university levels. Ms. Yates has been active in vocational student organizations and frequently had district officers. She is also very active in vocational home economics professional organizations and in community activities. Ms. Yates has industrial experience in a home economics occupation.

Address: Egyptian Education Service Center # 18
1006D North Carbon
Marion, IL 62932

Project Secretary

Mrs. Cheryl Colliflower was employed as the part time Project secretary. Prior to assuming the Project secretary position, Mrs. Colliflower was a secretary and computer operator for a Macomb insurance office, a computer programmer for State Farm Insurance, Bloomington, IL. and had owned and managed a retail shoe store for over ten years in Macomb. Mrs. Colliflower holds a bachelor's degree in business education from Illinois State University and has completed professional development courses at Western Illinois University.

Paid Consultants

Dr. Richard Hofstrand was employed to present an in-service workshop. Dr. Hofstrand was the University Council representative for Eastern Illinois University. He has received several DAVTE grants; developed the GENTEC and ADTEC educational modules; and is highly regarded as a vocational educator. He was a member of the DAVTE staff prior to assuming his position at Eastern Illinois University.

Dr. William G. Gooch, Coordinator for Vocational Education Graduate Studies, at Southern Illinois University, Carbondale was the subcontractor to conduct the field test of a system for integration tasks lists with Cooperative Vocational Education that was developed during FY 1990. Dr. Gooch has been a consistent and on-going contributor to strengthening vocational education programs. As Project Director, he served as editor and publisher of the Cooperative Vocational Education Handbook, 2nd. Edition. As a follow-up to this endeavor, he conducted dissemination in-service workshops throughout the state of Illinois. The field test subcontract is an outgrowth of the study conducted by Dr. Gooch in FY 1990.

UNPAID PARTICIPANTS

The following constitute the Unpaid Participants utilized during Fiscal 1990-1991 for the Curriculum Revitalization Project. The following is a listing of persons who contributed to the project in some manner and were not paid for that specific input.

Department of Adult, Vocational and Technical Education

Fran Boyd-Beauman - Manager, Program Improvement
John Klitt - Manager, Vocational Ed. Prog. Approval. & Evaluation.
Kathy Nicholson-Tosh - Manager, Vocational Ed. Program Services
Jerry Ohare - Contract Administrator
State Consultants
DAVTE Personnel

Regional Vocational Administrators

Steven Combs
James Gillespie
Mary Hagemeister
James Henry
John H. Jordan
David Love
Bonnie McGuire
Edward Palmer
Robert Wolanin

Other State Agency Personnel

Mary Anne Graham - System Director, Mental Health
Monica Sprengel - System Director,DORS

Western Illinois University

Administration

Burton Witthuhn - Provost and Academic Vice-President
David Beveridge - Associate Provost
Mary Leach - Dean, College of Applied Science
Suzanne Reid-Williams - Dean, Graduate School and Research

Administrative Support

Pam Powell	Accountant, Business Office
Shirley Meyers	Administrator, Research

Other persons not paid for their contributions to the project include the following.

Illinois Vocational Curriculum Center Director and personnel
Curriculum Publications Clearinghouse Director and personnel
Speakers at state and professional conferences attended by the Instructional Materials Coordinators.
Regional Delivery System Directors throughout the State

PROBLEMS

Two major problems were encountered during Fiscal 1990-91. The first involved the resignation of two IMC team members. The second was both a Project benefit and "problem".

IMC Team

The resignation of two IMCs presented different problems and required different solutions. Mr. Runner's resignation effective on June 30, 1990 required selecting and training a new team member. The selection process was complete at the end of July, 1991. The IMC for Region III joined the team in August, 1990.

Mr. Smoot resigned as the IMC for the Chicago, Lake and Cook Counties effective on October 1, 1990. Since the Project was in the close-out year, it was deemed the most optimum choice was not to seek a replacement for this position.

The remaining IMC team members and CRP office personnel assumed and shared the responsibilities of providing service and assistance to the Chicago, Lake and Cook Counties region. The shared provision of service and assistance for Chicago, Lake and Cook Counties resulted in a heavier load for the CRP personnel.

The IMC team is to be commended for their positive response to this situation. Their dedication to proving assistance and services and their immediate action to assume their share of this additional load was exceptional.

Demand for IMC Services

The ever increasing demand for workshops conducted by an IMC was both a "problem" and a benefit. The increasing demand for workshops constituted evidence of the Project's success and, at the same time constituted a "problem". To satisfy the demand and when travel distances were feasible, several IMC team members taught more than one workshop in a single day. The highest number conducted by an IMC in a single day was three in-service workshops in three different locations.

There were times when workshop requests received from systems, agencies, institutions, and/or regions could not be honored because an IMC was already scheduled at another location. Every attempt was made to accommodate these requests. When possible, the IMC scheduled the workshop on an alternative date. If this was not feasible, other IMCs were contacted to come to the region and conduct the workshop. However, there were instances when it was not possible to schedule an alternative date or have an IMC from another region conduct the requested workshop.

The increasing demand for workshops and the growing number of curriculum requests created another "problem" for the IMCs. The time available to spend in their offices drastically declined as the number of workshops increased. At the same time, as evidenced in Major Accomplishment # 5, the number of requests for curriculum and instructional materials assistance drastically increased.

This drastic decline in available office time necessitated careful allocation of this valuable but severely limited resource. The IMC team members had approximately 4 to 6 days per month to spend in their offices. The IMC team devoted office time to complete CRP responsibilities, respond to telephone calls, talk with System Directors, prepare for future workshops and respond to the ever increasing curriculum assistance requests.

As time to spend in their office consistently declined, each IMC had to resolve this problem individually. For the most part, the IMC team solved this "problem" by extending their work hours beyond the normal eight hours when they were in their office, working evenings at home or in their office, and working on many week-ends and/or holidays.

CONCLUSIONS AND RECOMMENDATIONS

The most obvious conclusion to be drawn from the data herein is that third year of the Curriculum Revitalization Project has been a successful one. Other conclusions and a recommendation are discussed separately.

CONCLUSIONS

Other conclusions for the third year of the Curriculum Revitalization Project are enumerated below.

1. The accomplishments discussed herein attest to the achievement of the Project's stated objectives.

2. The achievements and accomplishments of the IMC team can be seen in every DAVTE region and throughout the state of Illinois.

3. The Curriculum Revitalization Project has had a impact in the State of Illinois. These impacts are readily observable at the system, region and state.

The Curriculum Revitalization Project did not achieve the degree of success reported herein alone. The additional factors that contributed to the success achieved are identified below.

The support of DAVTE Managers and personnel has been a major contributing factor. Individually and collectively these individuals have provided support, encouragement and assistance. Their suggestions and recommendations have been invaluable.

Another major contributing factor to the overall success of the Project has been the dedication, qualifications, and hard work of each Instructional Materials Coordinator team member. Collectively and individually these individuals have made a tremendous contribution to and impact on vocational education in the state of Illinois.

The administrators and faculty of Western Illinois University constitute another major contributor to the overall success achieved. These individuals have provided assistance, encouragement and support.

RECOMMENDATION

The accomplishments achieved during the three fiscal years of the Curriculum Revitalization culminate in a single recommendation. As soon as funding is available, this or a similar projects should be instituted within the State of Illinois. These achievements clearly evidence that the services and assistance of an Instructional Materials Coordinator is needed in each DAVTE region.

The major accomplishments cited in this and the two previous final reports of the Curriculum Revitalization Project clearly attests to the fact the decision of the DAVTE Managers to fund this project was a wise and far sighted one. It is sincerely hoped that in the near future, funding will be available to enable the DAVTE Managers to continue their innovative leadership step taken in establishing the Curriculum Revitalization Project.

PUBLICITY

The publicity for the Curriculum Revitalization Project encompassed a myriad of avenues. Some publicity was done utilizing recognized public relations mediums. In addition, each IMC employed informal avenues.

The formal, recognized mediums utilized to publicize the Project and personnel consisted of brochures, newspapers, and newsletters. The formal mediums consisted of

1. Project brochure - See the Major Accomplishment 9 discussion for additional information and APPENDIX Final Report, FY 89.

2. Traveling Project Exhibit - See Major Accomplishment 9 discussion for additional information.

3. Published articles. These articles appeared in local newspapers. An individual IMC or the Project were the topics of these articles. Copies of these articles are shown in APPENDIX H.

4. ESC Newsletters. Several ESC published articles or information about the Region's IMC. Copies of these articles are shown in APPENDIX H.

5. System Newsletters. Some Systemwide newsletters published articles about an individual IMC, a workshop or the Project in general. Copies of these articles are shown in APPENDIX H.

6. Programs presented at professional conferences and meetings. Along with the program title, the Project and the IMC's name was listed in the conference brochure. Copies of these conference brochures are shown in APPENDIX H.

7. Illinois Plan for Industrial dissemination workshops. The announcement of the workshops cited the resource information available to participants. These announcements were distributed throughout the State. A copy of these dissemination announcements is shown in APPENDIX H.

While the above constitute formal, recognized publicity mediums, other avenues publicized the IMC team and the Project. Among these were the announcements of available services and assistance distributed at meetings and conferences, and the distinctive name tags worn by the project personnel. Cited in Major Accomplishment # 9 are other avenues utilized to publicize the IMC team and CRP.

Several individuals visited the Project Office. These visits became a publicity medium. Project office visitors included (1) persons presenting in-service sessions, (2) WIU faculty members, (3) System Directors, (4) an RVA, (5) state consultants, (6) contract administrators, (6) WIU administrators, (7) vocational educators, (9) school administrators and others.

In addition, each IMC had numerous visitors to their office locations. It is not possible to identify every individual visiting an IMC team member's office. It is known that among these visitors were Regional Delivery System Directors, vocational educators, other IMCs, Project Co-Directors, and DAVTE personnel.

Nor is it possible to accurately identify all the avenues utilizes by one or more IMC team members to publicize the Project services and assistance. For the most part, these were individual efforts tailored to meet the needs and characteristics of a particular region or system.

APPENDIX A

~~5-38160~~ 5-37920
7-1-90/6-30-91

W. Swanson

SEAL OF THE STATE OF ILLINOIS AUG. 26th 1818

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street • Springfield, Illinois 62777-0001

Thomas Lay Burroughs
Chairman

Robert Leininger
State Superintendent

June 1, 1990

Dr. Burton Witthuhn
Board of Governors of State
  Colleges and Universities
900 West Adams
Macomb, IL 61455

Dear Dr. Witthuhn:

Your proposal entitled "Education for Employment Curriculum Revitalization Project" submitted by Wendell Swanson has been approved by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education.

Funds from Title IIB of the Carl D. Perkins Vocational Education Act have been allocated by the State Board for this project at an obligated amount of $535,737.00 for the period beginning July 1, 1990 and ending June 30, 1991. The project has been assigned funding agreement number OLAC18C.

Your copy of the approved funding agreement is enclosed. Please be advised that the approval of this agreement is contingent upon the availability of federal vocational education funds.

This project will be administered by the Department's Vocational Education Program Improvement Section. If you should have questions about the funding agreement, please do not hesitate to contact Jerry Ohare at 217/782-4620.

Your continuing support for vocational education in Illinois is appreciated.

Sincerely,

Richard J Miguel

Richard J. Miguel
Assistant Superintendent
Department of Adult, Vocational
  and Technical Education

FY91 Curriculum Revitalization Budget

Object Code			State Board	Local	Total
100	I.	SALARIES			
		1. Project Co-Director. Wendell Swanson 30% overload, 12 months	$ 19,480		$ 19,480
		2. Project Co-Director, Bettye Swanson 50% time, 12 months;	26,196		26,196
		30% overload 9 months, 80% 3 months		$ 22,266	22,266
		3. Secretary - 12 months	18,564		18,564
		4. Evaluation Specialist	1,900		1,900
		5. Seven (7) Regional Instructional Coordinators,12mos.@ave.$2,991.36	251,274		251,274
		Subtotal	$ 317,414	$ 22,266	$ 339,680
200	II.	EMPLOYEE BENEFITS			
		1. Project Co-Director, Wendell Swanson 9.354% x $19,480	$ 1,822		$ 1,822
		2. Project Co-Director, Bettye Swanson 9.354% x $48,462	2,450	2,063	4,513
		3. Secretary - Retire 9.354% x $18,564	1,736		1,736
		H,L,D Ins 12 mos. @ $164	1,968		1,968
		4. Eval. Spec. 9.354% x $1,900	178		178
		5. Seven (7) Regional Coordinators 9.354% x $251,274	23,504		23,504
		H,L,D. Ins12mos.@$170x7 coord.	14,280		14,280
		Subtotal	$ 45,938	$ 2,063	$ 48,001
300	III.	PURCHASED SERVICES			
		Facility Rental for seven (7) coordinators including photocopy, telephone, postage and other necessary contractual	$ 18,000		$ 18,000
		Photocopy, printing, telephone, postage and other necessary contractual for WIU Office	6,900		6,900
		Regional/project Advisory Consultants	900		900
		Secretaries - Seven (7) 25% time including fringes	31,000		31,000
		Subtotal	$ 56,800	-0-	$ 56,800
332	IV.	TRAVEL			
		Staff travel at prevailing state rates	$ 70,000	$ 2,300	$ 72,300
		Registration at professional Meetings for staff	1,605		1,605
		Subtotal	$ 71,605	$ 2,300	$ 73,905
400	V.	MATERIALS AND SUPPLIES			
		Office supplies and Resource Materials	$ 4,296		$ 4,296
		Subtotal	$ 4,296	-0-	$ 4,296
		TOTAL DIRECT COSTS	$ 496,053	$ 26,629	$ 522,682
		INDIRECT COSTS @8%	$ 39,684		39,684
		Subtotal	$ 39,684	$ -0-	$ 39,684
		TOTAL BUDGET	$ 535,737	$ 26,629	$ 562,366

WESTERN ILLINOIS UNIVERSITY
MACOMB, ILLINOIS 61455

CURRICULUM REVITALIZATION PROJECT

COPY

November 6, 1990

Mr. Jerry Ohare, Contract Administrator, Program Improvement Section
Department of Adult, Vocational & Technical Education
Illinois State Board of Education, 100 North First Street
Springfield, Illinois 62777

Dear Mr. Ohare:

RE: Revision, EFE Curriculum Revitalization Project OLAC18C

As we discussed, changes should be made to objectives originally submitted and approved as EFE Curriculum Revitalization Project OLAC18C to reflect the addition of the attached sample subcontract to Southern Illinois University at Carbondale to field test a system for integrating task lists with Cooperative Vocational Education that was developed during FY 1990.

Please add the following objective to page 13.

Objective # 6: To provide a subcontract to Southern Illinois University at Carbondale to field test a system for integrating task lists with Cooperative Vocational Education that was developed during FY 1990.

Please add the following procedure to page 18.

Objective # 6: During the month of November, write a subcontract to Southern Illinois University to field test a system for integrating task lists with Cooperative Vocational Education that was developed during FY 1990. Results to be submitted to ISBE/DAVTE, Program Improvement Section by June 30, 1990.

Please add the following as the last paragraph under 5.4 EVALUATION.

Appropriate evaluation techniques will be utilized by ISBE/DAVTE, Program Improvement Section to evaluate the results of the Southern Illinois University subcontract identified as Objective 6 and Procedure 6. A letter will be provided to WIU by ISBE/DAVTE indicating successful subcontract performance and completion.

A new budget page has been written to transfer necessary funds to a new line item for this subcontract addition.

Sincerely,

Wendell L. Swanson

Wendell L. Swanson, Co-Director

Attachments: Budget, SIU Proposal, and subcontract proposal

(over)

FY91 Curriculum Revitalization Budget
November 6, 1990

Object Code			Original State Board	Local	Revised State Board
100	I.	SALARIES			
		1. Project Co-Director, Wendell Swanson 30% overload, 12 months	$ 19,480		$ 19,480
		2. Project Co-Director, Bettye Swanson 50% time, 12 months; 30% overload 9 months, 80% 3 months	26,196	$ 22,266	26,196
		3. Secretary - 12 months	18,564		18,564
		4. Evaluation/Instruction Consultant	1,900		1,900
		5. Seven (7) Regional Instructional Coordinators,12mos.@ave.$2,991.36	251,274		237,274
		Subtotal	$ 317,414 ✓	$ 22,266	$ 303,414 ✓
200	II.	EMPLOYEE BENEFITS			
		1. Project Co-Director, Wendell Swanson 9.354% x $19,480	$ 1,822		$ 1,822
		2. Project Co-Director, Bettye Swanson 9.354% x $48,462	2,450	2,063	2,450
		3. Secretary - Retire 9.354% x $18,564	1,736		1,736
		H,L,D Ins 12 mos. @ $164	1,968		1,968
		4. Eval. Spec. 9.354% x $1,900	178		178
		5. Seven (7) Regional Coordinators 9.354% x $237,274	23,504		22,195
		H,L,D. Ins12mos.@$170x7 coord.	14,280		14,280
		Subtotal	$ 45,938 ✓	$ 2,063	$ 44,629 ✓
300	III.	PURCHASED SERVICES			
		Facility Rental for seven (7) coordinators including photocopy, telephone, postage and other necessary contractual	$ 18,000		$ 18,000
		Photocopy, printing, telephone, postage and other necessary contractual for WIU Office	6,900		9,900
		Regional/project Advisory Consultants	900		900
Sub Code 4673		Co-Op Voc Ed--Southern Ill U	-0-		7,000
		Secretaries - Seven (7) 25% time including fringes	31,000		32,309
		Subtotal	$ 56,800 ✓	-0-	$ 68,109 ✓
332	IV.	TRAVEL			
		Staff travel at prevailing state rates	$ 70,000	$ 2,300	$ 70,000
		Registration at professional Meetings for staff	1,605		1,605
		Subtotal	$ 71,605 ✓	$ 2,300	$ 71,605 ✓
400	V.	MATERIALS AND SUPPLIES			
		Office supplies and Resource Materials	$ 4,296		$ 8,296
		Subtotal	$ 4,296 ✓	-0-	$ 8,296 ✓
		TOTAL DIRECT COSTS	$ 496,053 ✓	$ 26,629	$ 496,053 ✓
		INDIRECT COSTS @8%	$ 39,684 ✓		39,684
		Subtotal	$ 39,684	$ -0-	$ 39,684
		TOTAL BUDGET	$ 535,737 ✓	$ 26,629	$ 535,737 ✓

WESTERN ILLINOIS UNIVERSITY
MACOMB, ILLINOIS 61455

CURRICULUM REVITALIZATION PROJECT

RECEIVED
JAN 22 1991
VOCATIONAL EDUCA[illegible] PROGRAM
IMPROVEMENT SECTION

January 18, 1991

Mr. Jerry Ohare, Contract Administrator, Program Improvement Section
Department of Adult, Vocational & Technical Education
Illinois State Board of Education, 100 North First Street
Springfield, Illinois 62777

Dear Mr. Ohare:

RE: Revision, EFE Curriculum Revitalization Project OLAC18C

Following are changes to reflect the conference call discussion January 4, 1991 which included Jerry Ohare, John Sweeney, Wendell Swanson, Bill Gooch and John Washburn. These revisions will take the place of revisions submitted by the CRP on November 6, 1990 and approved by Jerry Ohare and Dr. Beauman on November 8, 1990.

Please add the following objective to page 13.

Objective # 6: To provide a subcontract to Dr. Bill Gooch of Southern Illinois University at Carbondale to field test a system for integrating task lists with Cooperative Vocational Education that was developed during FY 1990.

Please add the following procedure to page 18.

Objective # 6: A subcontract will be written to Dr. Bill Gooch of Southern Illinois University to field test a system for integrating task lists with Cooperative Vocational Education that was developed during FY 1990. A letter written by Dr. Gooch to Dr. Fran Boyd-Beauman Oct. 11, 1990 (attached) will be the basis for this subcontract. A letter from Dr. Gooch to Wendell Swanson dated January 7, 1991 amends the Oct. 11 letter. The consultant fee will total $3000--no additional funds for travel or expenses will be provided. A 3rd quarter report is to be submitted by Dr. Gooch to the CRP by March 15, 1991 and a final report by June 15, 1991. Results to be submitted to ISBE/DAVTE, Program Improvement Section by June 15, 1990.

Please add the following as the last paragraph under 5.4 EVALUATION.

Appropriate evaluation techniques will be utilized by ISBE/DAVTE, Program Improvement Section to evaluate the results of the subcontract to Dr. Bill Gooch identified as Objective 6 and Procedure 6. A letter will be provided to WIU by ISBE/DAVTE indicating successful subcontract performance and completion so that Dr. Gooch may be paid for his services.

A revised budget page is attached to reflect the transfer of necessary funds for this subcontract.

Sincerely,

Wendell L. Swanson

Wendell L. Swanson, Co-Director

OVER

Attachments: Budget, Gooch Proposal and amendment, and subcontract proposal

Illinois State Board of Education

Your request for: Program and Budget Revision
Funding agreement no.: OLAC18C
Examined by: oj
Recommended by:
Approved by:
Date: 1/22/91

Does not affect Budget Summary & Payment Schedule. (oj)

FY91 Curriculum Revitalization Budget
January 18, 1991

Object Code		Item	11/6/90 State Board	Local	Revised State Board
100	I.	SALARIES			
		1. Project Co-Director, Wendell Swanson 30% overload, 12 months	$ 19,480		$ 19,480
		2. Project Co-Director, Bettye Swanson 50% time, 12 months; 30% overload 9 months, 80% 3 months	26,196	$ 22,266	26,196
		3. Secretary - 12 months	18,564		18,564
		4. Evaluation/Instruction Consultant	1,900		1,900
		5. Seven (7) Regional Instructional Coordinators,12mos.@ave.$2,991.36	237,274		237,274
		Subtotal	$ 303,414	$ 22,266	$ 303,414 ✓
200	II.	EMPLOYEE BENEFITS			
		1. Project Co-Director, Wendell Swanson 9.354% x $19,480	$ 1,822		$ 1,822
		2. Project Co-Director, Bettye Swanson 9.354% x $48,462	2,450	2,063	2,450
		3. Secretary - Retire 9.354% x $18,564	1,736		1,736
		H,L,D Ins 12 mos. @ $164	1,968		1,968
		4. Eval. Spec. 9.354% x $1,900	178		178
		5. Seven (7) Regional Coordinators 9.354% x $237,274	22,195		22,195
		H,L,D. Ins12mos.@$170x7 coord.	14,280		14,280
		Subtotal	$ 44,629	$ 2,063	$ 44,629 ✓
300	III.	PURCHASED SERVICES			
		Facility Rental for seven (7) coordinators including photocopy, telephone, postage and other necessary contractual	$ 18,000		$ 18,000
		Photocopy, printing, telephone, postage and other necessary contractual for WIU Office	9,900		9,900
		Regional/project Advisory Consultants	900		900
		Co-Op Voc Ed--Bill Gooch	7,000		3,000
		Secretaries - Seven (7) 25% time including fringes	32,309		32,309
		Subtotal	$ 68,109	-0-	$ 64,109 ✓
332	IV.	TRAVEL			
		Staff travel at prevailing state rates	$ 70,000	$ 2,300	$ 73,000
		Registration at professional Meetings for staff	1,605		2,605
		Subtotal	$ 71,605	$ 2,300	$ 75,605 ✓
400	V.	MATERIALS AND SUPPLIES			
		Office supplies and Resource Materials	$ 4,296		$ 8.296
		Subtotal	$ 4,296	-0-	$ 4,296 ✓
		TOTAL DIRECT COSTS	$ 496,053	$ 26,629	$ 496,053 ✓
		INDIRECT COSTS @8%	$ 39,684		39,684 ✓
		Subtotal	$ 39,684	$ -0-	$ [illegible] ✓
		TOTAL BUDGET	$ 535,737	$ 26,629	$ 535,737 ✓

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APPENDIX B

REGION III INTERVIEW PANEL:

Dr. Wendell L. Swanson, Co-Director

Dr. Bettye B. Swanson, Co-Director

Mr. Jerry Ohare, Contract Administrator

Mr. Jerry Scranton, System Director

Ms. Mary Hagemeister, RVA

Ms. Kathy Torricelli, Health Occupations Consultant

Ms. Joyce Taylor, System Director

Ms. Judy Warthen, IMC

WESTERN ILLINOIS UNIVERSITY
INSTRUCTIONAL MATERIALS COORDINATOR VACANCY

Issue Date: June 11, 1990 ***Closing Date:*** July 11, 1990

Title: Instructional Materials Coordinator and Western Illinois University Faculty. *One year appointment to June 30, 1991.*

Salary: $2,482 Monthly - Negotiable Depending on Prior Experience.

Location: Within ISBE, DAVTE Region III (west-central Illinois). IMC will have an office within an approved educational agency (to be selected by the project directors).

Major Responsibilities: Under the direct supervision of the Co-directors, the instructional materials coordinator will:

- assist in assessing needs and provide curriculum revitalization technical assistance to Education for Employment and community college systems.
- assist community college and secondary instructors in the identification of resources needed for curriculum improvement.
- provide technical assistance to EFE systems and community colleges on integrating academic skills into their curriculum, employability skills, marketing vocational education, advisory committees, articulation, and instructional materials.
- assist secondary instructors in understanding their role in helping students attain the State Goals for Learning.
- carry out other assignments such as preparing progress reports, time distribution reports, travel vouchers, attending project related meetings and written correspondence - assist in the development and delivery of instructor inservice as needed.
- assist secondary and post secondary instructors with instructional materials development.

Western Illinois University
Instructional Materials Coordinator Vacancy

Requirements

Education:	Minimum of a Bachelor of Science degree with a background in Vocational Education (Master's preferred)
Experience:	Minimum of 3 years of vocational teaching experience at either secondary or post-secondary level. Experience in curriculum development and/or instructional material development. Possess good working, oral communication, and group process skills. Previous work with computer software applications is desirable.
Knowledge:	Applicants should possess a working knowledge of the following: - the Education for Employment initiative. - school reform initiative and the State Goals for Learning. - planning and conducting vocational education programs. - business and industry involvement in vocational education program improvement. - in-service planning and delivery
Working Conditions:	Anticipate extensive travel and have access to a reliable automobile on a regular basis.

Application:

To receive full consideration, application should be received by ***July 13, 1990.*** However, applications will be accepted until the position is filled. Interested persons should apply in writing to:

Dr. Wendell L. Swanson, Co-Director
Curriculum Revitalization Project
Western Illinois University
Macomb, Illinois 61455

Please include a summary of educational background, employment experiences, three references, and transcripts.

Starting Date: August 15, 1990 (negotiable)

Western Illinois University is an Equal Opportunity and Affirmative Action Employer.

INTERVIEW FORMAT DISCUSSION

Dr. Bettye Swanson

Thank you for participating as an Interview Team member for Region __________ . We would like to spend a few minutes discussing the procedures for the interviews.

INTERVIEW FORMAT:

We will use the same format for each applicant. Each interview will take about 50 minutes. This format will be

I. Wendell will open the interview by asking each of you to

   a. Introduce yourself
   b. State your position
   c. Indicate your relationship to the Project

II. Wendell will give a short (5 minute) overview of the IMC position.

III. Each candidate will be asked to respond to a series of questions. We will discuss these further in a moment.

IV. The last five to ten minutes of the interview is set aside to allow the applicant to ask questions of the interview team members.

V. At the close of the interview, the applicant will be asked to provide a written response to one additional question. The purpose is to assess the candidates writing skills.

   The applicant will have forty five (45) minutes to write their response. Arrangements have been made to take the applicant to a quiet area to complete their written response.

VI. Applicant interviews are scheduled to begin on the hour. In fairness to the other applicants, we need to stay on schedule.

INTERVIEW QUESTIONS:

The Interview Question Form serves two functions. The first is it states the questions each applicant will be asked to respond during the interview.

Secondly, it allows you to record information as the applicant responds to each question. Please record applicant information on the form. Check the appropriate responses under each question. Margins may also be used to record additional information.

I. Listed on the form are the questions each applicant will be asked.

We would like to you to participate in the interview by asking at least one question. Please take a few minutes to read the questions and select one you would like to ask. Each person will ask the same question for all of the applicants.

QUESTION NUMBER 10 is a "think" question designed to ascertain the applicant's ability to "think on their feet." ______________________________ will ask this question.

Feel free to phrase the question in your own words. However please do not change the intent of the question. The responses listed below each question indicate the information being sought. In changing the question wording, please remember discriminatory questions may not be asked. We may not ask anything pertaining to the applicant's marital status, age, religion, creed and such.

ALLOW TIME FOR INTERVIEW TEAM MEMBERS TO READ AND SELECT A QUESTION.

Now that you have selected a question, lets take a minute to record on the space in front of the question that person's name. You may want to take a moment between interviews to mark your question on each applicant's form.

ONCE THEY HAVE READ THE QUESTIONS, RECORD ON THE SPACE AVAILABLE THE NAME OF THE PERSON ASKING THE QUESTION.

II. We ask that

a. The applicant be asked the questions in the order that these appear on the form.

b. All applicants be given the same opportunity to present themselves in the most optimum manner. Encourage the person to expand if you feel further clarification is needed.

Please refrain from

a. Seeking avenues that present one applicant more advantageously than the others.

b. Asking questions other than those listed. In fairness to the applicants, we want to make certain each one is asked identical questions.

COMPLETING THE INTERVIEW FORM:

An IMC Interview Question form is to be completed for each applicant. Recording the applicant's response information as it occurs will be easier than waiting until the person leaves the room to complete the form.

Once the applicant has left the room, will you please complete the last page of the Interview Question form.

a. The top portion of the last page asks you to check THE FIVE ITEMS from all those listed that best describe the applicant.

b. The lower portion asks you to identify the applicant's special strengths and weaknesses. The last question asks you to make a recommendation. Please check your recommendation and make any appropriate additional comments that will assist in making the final selection.

c. Please do not sign your name on the form.

d. We also ask you do not confer with other interview team members as you complete the form.

Please complete the form as soon as the applicant leaves the room. Each applicant's form should be completed before the next person enters the room. Give your form to Wendell or me once it is completed.

ANY QUESTIONS BEFORE WE PROCEED?

IMC POSITION INFORMATION

Dr. Wendell Swanson

I. Introduction of Interview Panel

Each member of the Interview panel will introduce themselves and state their relationship to the Project.

Wendell Swanson -- Co-Director for Administration and Liaison

II. Interview Schedule

Our schedule for the interview is

5 minutes	Introduce the Position
40 minutes	Questions from the panel about your qualifications for the position
5 minutes	Answer any questions you have

You will then be given a typical problem situation an IMC might experience and asked to write how you might meet this challenge.

III. The IMC Position

WIU non-tenured faculty member with lecturer rank

12 months position - Project grant is for three years. We are currently entering the second year and expect to continue for the third year. At that time, the Project will be evaluated and a decision made as regarding continuation.

You will have health and life insurance, sick leave, vacation, holidays, etc. the same as any other 12 month faculty member.

You will have office facilities in your Region -- probably with an ESC or ESR -- if possible along with the Career Guidance and Building Fairness consultants.

IMC responsibilities include:

1. Assessing the needs for your Region
2. Identification of resources for vocational teachers
3. Assist instructors in understanding their role in helping students attain the State Goals for Learning.
4. Assist in the development of in-service as needed
5. Assist vocational teachers in the process of meeting the EFE initiatives
6. Document concrete results of our efforts
7. Keep abreast of EFE in Illinois

You will be expected to be "on the road" most of the time in your Region to accomplish these tasks.

We will pay according to the State pay grade 21 plus expenses. This will be in the low $30's. Your experience and educational background will be taken into consideration in establishing your salary.

The first few months will involve training for your position. Part of this training will be in Macomb, part in Springfield or in other parts of the state. You should also expect to spend a portion of this time with at least one IMC in another region. We hope that you will be working with teachers in your Region no later than the second semester.

Training will be a continuous process -- for instance, it is expected that you will be meeting with DAVTE and specifically the Occupational Consultants each month in Springfield. You will meet each month with the System Directors in your Region. In most instances, the Project staff has monthly meetings at WIU. You will also be attending State, Region, and system conferences or in-services throughout the year.

IV. Decision Schedule

We are presently interviewing for this position. We hope to complete the interviews by ______________________. As soon as the interviews have been completed, we will submit our choice to the DAVTE management for comments. If there are no major concerns, we would expect to start the paper work through the University by ______________________. An offer should be to you, at least by telephone by ___________________.

If you have other questions later, please call Bettye or I at the telephone numbers listed on our business cards. Give out business cards.

IMC APPLICATION REVIEW CHECKLIST

APPLICANT'S NAME:_________________________ REGION:_______

EDUCATIONAL BACKGROUND:

_____ Bachelor of Science ______________ (field?)

_____ Master's _________________ (field?)

_____ Advanced degree ____________________(type?)

PREVIOUS EXPERIENCE:

Years teaching a vocational subject (3 yrs. min.)

_____ secondary __________________ (occ. area?)

_____ post- secondary ____________ (occ. area?)

_____ Curriculum development

_____ Computer software knowledge

Writing skills (based on cover letter)

___Excellant ___Good ___Fair ___Poor

JOB RELATED BACKGROUND:

_____ Education for Employment

_____ School reform/State Goals

_____ Voc. ed. program planning

_____ Involvement with BIL

_____ Planning/delivering inservice

ADDITIONAL STRENGTHS:

RECOMMEND for INTERVIEW: _____ YES _____ NO

NAME____

REGION________________________________

INTERVIEW DATE ____________________________

IMC INTERVIEW QUESTIONS

Wendell 1. Briefly discuss your recent teaching experiences.

_____ Last three to five years
_____ Vocational Education discipline
_____ Full time teaching
_____ VSO experience
_____ Successful in current position

________ 2. Briefly discuss why you want this position.

_____ Interest and motivation
_____ Needs a job
_____ Contribution to profession and region
_____ Looking for new challenges

________ 3. The map identifies the boundaries of Educational Region ______. Describe what you expect to accomplish within the region and how you anticipate achieving these.

_____ Demonstrates awareness of Region needs and characteristics
_____ Evidences knowledge of regionalization concept and philosophy
_____ Evidences desire to provide teacher and system director assistance

________ 4. The job description states you should expect to travel. What do you anticipate this traveling will involve?

_____ Has access to reliable automobile on regular basis
_____ Positive reaction to extensive travel
_____ Expects to travel extensively (4 to 5 days/week)
_____ Willing to attend evening meetings
_____ Aware of implications of extensive travel
_____ Evidences problems with traveling extensively
_____ Would expect to be home every night

_________ 5. As you read through the job description, you formed a picture of how you would function or what you would be doing in this position. Share that picture with us.

______ Has good knowledge of IMC position
______ Expects to provide high quality service
______ Expects work day to be governed by task completion not the clock
______ Has "done homework" to find out about the job
______ Expects to complete reports, etc.
______ Expects to be absent from home for several days
______ Evidences position will be given highest priority
______ Anticipates working with diverse groups
______ Traveling
______ Responding to requests
______ Presenting in-service programs
______ Organizing day and travel

_________ 6. Everyone has preferences regarding the most optimum means or methods of accomplishing goals and objections. Assume the teachers in your school district were assigned the task of writing objectives for your _____________ Department and all the courses offered. How would you proceed to ensure this task was accomplished?

______ Team player
______ Would/prefer to work alone
______ Has working as team member experience
______ Receptive, but has no team work experience

_________ 7. Describe your recent experiences with the Education for Employment program.

______ Task Verification
______ Task Analysis
______ Curriculum sequencing
______ Instructional materials development
______ Employability Skills integration
______ Uses EFE philosophy in courses

__________ 8. Describe your knowledge of the State Goals for Learning.

______ Knowledge of philosophy
______ Knowledge of process involved
______ Knowledge of rationale
______ No knowledge

__________ 9. Describe the strengths you would bring to the position.

______ Knowledge of EFE
______ Knowledge of DAVTE programs
______ Has proven leadership skills
______ Positive self image
______ Articulate, good communicator
______ Knowledge of curriculum development and application
______ Knowledge of instructional materials development
______ Wants to work with people
______ Motivator
______ Successful teaching
______ Good management skills
______ Knowledge of DAVTE programs
______ Has special needs background
______ Enthusiastic, challenged by position

__________ 10. Insert "Think" questions here

______ Analyzes and organizes thoughts before responding
______ Has realistic grasp of situation
______ Places emphasis on positive rather than negative aspects
______ Demonstrates ability to work under pressure
______ Approaches situation in positive manner
______ Gives realistic, logical solution
______ Would handle situation in positive, calm manner
______ Clearly expresses thoughts

ASSESSMENT

Please check FIVE of the following items that best describe your overall impression of the candidate.

______ Recent, successful classroom teaching experience
______ Good communicator, able to clearly express themself
______ Excellent usage of grammatical skills
______ Positive nonverbal communication
______ Demonstrates ability to "think on their feet."
______ Organized, good management skills
______ Is able to admit absence of knowledge
______ Has realistic concept of position
______ Travel does not present problem or concern
______ Demonstrates interest and enthusiasm
______ Positive first impression
______ Evidences knowledge of EFE
______ Evidences knowledge of State Goals for Learning
______ Evidences knowledge of other DAVTE programs
______ Team player
______ Has knowledge of region and regionalization
______ Demonstrates ability to work with diverse groups

Candidate's Special Strengths:

1.

2.

3.

4.

5.

Candidate's Weaknesses:

1.

2.

3.

Overall Perception of Candidate:

______ Excellent ______ Good ______ Fair ______ Do not Consider

Comments:

"THINK" QUESTIONS

QUESTION A

You are presenting a program to a group of vocational educators AND guidance counselors. The topic is an overview of the Education for Employment initiatives.

Shortly after you begin your presentation, two vocational educators on your left become quite vocal regarding their opposition to the program concept. On your right are two other vocational educators who consistently make comments such as "That won't work in my school!" or "My administrator will never go along with that!" whenever you pause.

How would you handle this situation?

QUESTION B

You are presenting a program for a system's vocational educators and guidance counselors. The topic is integrating the State Goals for Learning into the Education for Employment programs. Within a few minutes, several things become obvious.

1. The Guidance counselors have absolutely no knowledge of the Education for Employment initiatives. However most have a working knowledge of the State Goals for Learning.
2. Some of the vocational educators are
    a. Program Advisors with a good knowledge of EFE and the State Goals for Learning.
    b. Have a good background of EFE and minimal knowledge of the State Goals for Learning.
    c. Have never hear of the State Goals for Learning.

How would you handle this situation?

QUESTION C

It is 7 a.m. on Monday morning. You are scheduled to leave at 7:45 a.m. to work with System A teachers at 9:30 a.m. The distance to be traveled will require a one hour drive. Your schedule calls for you to spend all morning and most of the afternoon with these teachers. You are also scheduled to meet another system director for dinner before you arrive home.

You have stopped by your office to pick up the materials to work with the System A teachers, check your mail and your telephone messages. The following telephone messagaes are on your desk.

1. A teacher wants you to call about where to obtain Building Fairness information.

2. System Director B wants you to call to finalize the in-service workshop you are to present in their system on Friday.

3. A vocational education director wants you to come to their school tomorrow. The Director has scheduled a program articulation meeting with the local community college faculty and the secondary vocational education teachers.

4. Another teacher needs a question answered today if at all possible. This is a very complex question. Answering this question will require at least a 15 minutes telephone discussion to cover the various concepts and points.

Your schedule for the remaining days this week is as follows.

Tuesday --- All day in-service in System C

Wednesday - 9 a.m. to 3 p.m. Articulation meeting with School District 3 teachers and the community college vocational faculty

Thursday - 9 a.m. to 2 p.m. Monthly System Director meeting

Friday --- All day in-service in System B

What actions would you take and why?

WRITTEN RESPONSE QUESTION

The IMC position necessitates working with vocational educators from all disciplines as well as your own. In other words, you will be a "generalist" working with teachers having "specializations" in subject matter areas.

For the purposes of this question, assume you are working with a group of teachers from a discipline other than your own. Respond to the following.

A. Briefly discuss three concerns or problems you might encounter in this situation.

B. The actions you would take should these arise.

C. Give examples based on your previous experience(s) of working with teachers in other vocational education disciplines to illustrate why your actions would be successful.

DIRECTIONS:

You may have up to forty five (45) minutes to prepare and complete your written response to the above question.

1. Please write your name and the Region on the top left corner of the first page.

2. Write your response to the above question on the legal pad provided.

3. Please do not write on this instruction sheet.

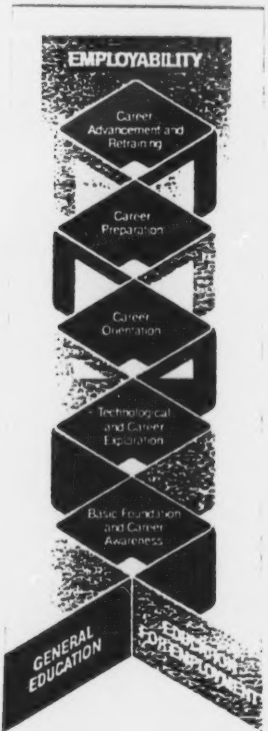
4. When you finish, please

    a. Remove your response from the legal pad.
    b. Staple your pages together.
    c. Give your written response AND this instruction sheet to the Secretary.

APPENDIX C

INTEGRATION

WORKSHOP


EMPLOYABILITY
Career Advancement and Retraining
Career Preparation
Career Orientation
Technological and Career Exploration
Basic Foundation and Career Awareness
GENERAL EDUCATION
EDUCATION FOR EMPLOYMENT

INTEGRATION WORKSHOP OUTLINE

Curriculum Revitalization Project

I. INTRODUCTION

II. INTEGRATION IS . .

- A. Group Definition Activity
- B. Shared Definitions
- C. Integration is . .
- D. Smith's Theory
- E. Kaizen Overhead
- F. Invisible Hand Transparency

III. UNDERLYING RATIONALE

- A. Skills Employers Want
- B. Empowered Workers
- C. Industry Expectations

IV. CURRENT THINKING

- A. Grubb Models
- B. Interdisciplinary Models
- C. Team Work
- D. Small Group Proposed Models
- E. Who Benefits

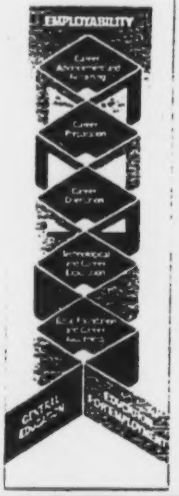
V. INTEGRATION STRATEGIES

- A. No One (Right) Way to Achieve Integration
- B. Applied Academics
- C. Grubb Infusion Models
- D. Team Teaching, Co-teaching,

VI. PROCESS FACILITATORS

- A. State Consultants
- B. System Directors
- C. RVAs
- D. CRP Project (WIU)
- E. Other Teachers
- F. Resources
- G. IVCC and CPC

VII. Workshop Evaluation


EMPLOYABILITY
Career Advancement and Retraining
Career Preparation
Career Orientation
Technological and Career Education
General Education
Education for Employment

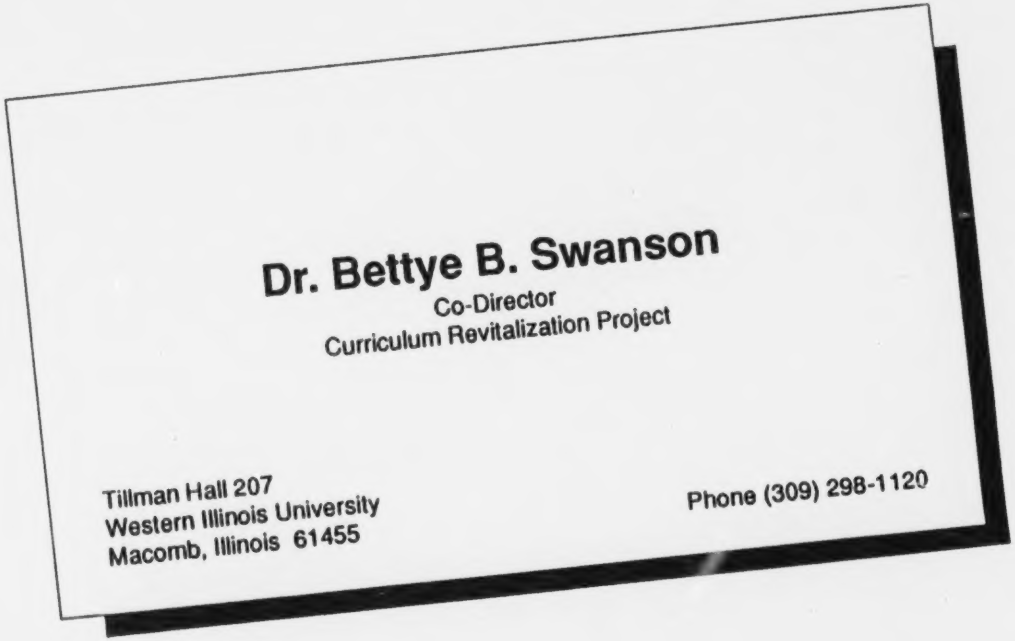
BEST COPY AVAILABLE

APPENDIX D

CURRICULUM REVITALIZATION PROJECT

WESTERN
ILLINOIS
UNIVERSITY

Macomb, Illinois 61455
Phone (309) 298-1120



Dr. Bettye B. Swanson
Co-Director
Curriculum Revitalization Project

Tillman Hall 207
Western Illinois University
Macomb, Illinois 61455

Phone (309) 298-1120

Bettye B. Swanson, Co-Director
Wendell L. Swanson, Co-Director

Funded through a Grant from the
Illinois State Board of Education
Department of Adult, Vocational, and Technical Education

Curriculum Revitalization Project

WORKSHOPS

Available without cost

Carousel of Resources

Materials to Teach Tasks
Public and Commercial Materials

Advisory Council/Committees

Curriculum Input
Staff Development

Entrepreneurship

Owning a Business
Teaching Techniques

. . . . . . Call Your

Instructional Materials Coordinator

Curriculum Revitalization Project

WORKSHOPS

Available without cost

Integration

Strategies/Concepts
Applied Academics

Articulation

Vertical and Horizontal
Program Level Agreements

Problem Solving/Decision Making

Rationale/Framework
Teaching Techniques

Team Working

Team Building
Strategies that Work

. . . . . . Call Your

Instructional Materials Coordinator

Curriculum Revitalization Project

WORKSHOPS

Available without cost

Employability Skills

Awareness
Job Seeking Skills

Infusing Employability Skills

Curriculum Planning
Teaching Strategies

Marketing Vocational Education

Selling Your Program
Strategies that Work

Vocational Ethics

Rationale/Framework
Teaching Strategies

. . . . . . Call Your

Instructional Materials Coordinator

Please Call Your

INSTRUCTIONAL MATERIALS COORDINATOR

Mary Waters **(815) 467-4048**, Region I (Chicago collar counties)
Judy Warthen **(309) 853-3328**, Region II (Northwestern counties)
Donna Luallen **(309) 833-5133**, Region III (Midwestern counties)
Ethel Pichon **(800) 252-1108**, Region IV (Mideastern counties)
Tom Sweatman **(217) 532-5184**, Region V (South central counties)
Brenda Yates **(618) 993-2696**, Region VI (Southern counties)

or Call or Write the

CURRICULUM REVITALIZATION PROJECT

Tillman Hall 207 **Western Illinois University** Macomb, IL 61455
(309) 298-1120
Bettye B. Swanson, Co-Director ***Wendell L. Swanson***, Co-Director

Consult Your Instructional Materials Coordinator for

EDUCATION FOR EMPLOYMENT WORKSHOPS

Employability Skills

Awareness
Job Seeking Skills

Integration

Strategies/Concepts
Applied Academics

Marketing Vocational Education

Selling Your Program
Strategies that Work

Articulation

Vertical and Horizontal
Program Level Agreements

Problem Solving/ Decision Making

Rationale/Framework
Teaching Techniques

Infusing Employability Skills

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Materials to Teach Tasks
Public and Commercial Materials

Please Call Your ***Instructional Materials Coordinator***

Mary Waters (815) 467-4048, Region I (Chicago collar counties)
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Tillman Hall 207 **Western Illinois University** Macomb, IL 61455
(309) 298-1120
Bettye B. Swanson, Co-Director ***Wendell L. Swanson***, Co-Director

APPENDIX E

WESTERN ILLINOIS UNIVERSITY
MACOMB, ILLINOIS 61455

CURRICULUM REVITALIZATION PROJECT

June 5, 1991

Mr. Jerry Ohare, Contract Administrator
Program Improvement Section
Department of Adult, Vocational & Technical Education
Illinois State Board of Education, 100 North First Street
Springfield, Illinois 62777

Dear Mr. Ohare:

RE: Receipt for delivery of display purchased as part of the Curriculum Revitalization Project

RECEIPT

The Skyline F1000 Formation display (purchased under WIU RFP Y-9689 dated May 5, 1989) has been received at the Illinois State Board of Education, DAVTE.

Jerry Ohare Date 6/6/91

APPENDIX F

WESTERN ILLINOIS UNIVERSITY
MACOMB, ILLINOIS 61455

CURRICULUM REVITALIZATION PROJECT

COPY

February 1, 1991

Dr. Bill Gooch
Dept. of Vocational Education Studies
Education, Training and Development
Southern Illinois University
Carbondale, Ill. 62901-4605

Dear Dr. Gooch:

Attached are two copies of an agreement for professional services as we discussed. Please sign one in the space under "CONTRACTOR" and return to me; you may keep the second copy. I will see to the other signatures and that a purchase order is cut on this activity. At the completion of the project, you should send an invoice to this office and see that Dr. Fran Boyd-Beauman and/or Jerry Ohare have a copy of the final report so that they can write the letter referred to in the contract. We can then make final payment of up to $3,000 to you.

I have asked my secretary, Janet Cobb, to write an explanation of how you should have your field testers fill out forms for them to receive travel expense reimbursement. She will also send you the necessary forms. After they fill out the forms, please ask the field testers to turn them in to you. If the forms are correct, initial the forms next to the "contractors signature" and forward to Janet. Checks will be sent directly to the field testers at the address they indicate. If you have questions, please feel free to call Janet. You can normally call her at (309) 298-1061 from 8:15 to noon and at (309) 298-1120 from noon to 2 p.m.

Sincerely,

Wendell L. Swanson

Wendell L. Swanson, Co-Director

Account #5-37920

AGREEMENT FOR PROFESSIONAL SERVICES

THIS AGREEMENT, by and between the Board of Governors of State Colleges and Universities, acting in behalf of Western Illinois University, hereinafter referred to as "the University," and Dr. Bill Gooch, faculty member at Southern Illinois University at Carbondale, Ill. 62901-4709, hereinafter referred to as "the contractor," witnesseth:

In consideration of the promises hereinafter set forth, the University and the Contractor hereby agree as follows:

A. SERVICES: (See attached proposal letter from Bill G. Gooch, SIU, to Dr. Fran Boyd-Beauman dated October 11, 1990 and amending letter to Dr. Wendell Swanson dated January 7, 1991.) Field test a system for integrating task lists with Cooperative Vocational Education that was developed during FY 1990.

A 3rd quarter report is to be submitted to Dr. W. Swanson of the Curriculum Revitalization Project by March 15, 1991 and a final report by June 15, 1991. The contractor is responsible for assuring that necessary information is submitted to the Illinois State Board of Education, DAVTE, Program Improvement Section by June 15, 1991 so that office can authorize payment as shown in the proposal as amended.

Budget for services are not to exceed the following:

Dr. Bill Gooch, contractor	$ 3,000
Travel and per diem for field testers at state rates	4,000

Contractor is charged with obtaining field testers according to procedures approved by the Illinois State Board of Education, Department of Adult and Vocational Education, Program Improvement Section and collecting necessary forms so that field testers travel and per diem may be paid by the University at Illinois state rates allowed for travel.

B. TERM: The services will be performed from the effective date of this contract until June 15, 1991.

C. PAYMENT: The University agrees to pay the Contractor, whose Social Security Number is 321-34-1338 for services performed as follows:

$3,000 will be paid to the Contractor for all services required to be performed in Section A above. Payment to be made upon receipt of a letter from Dr. Fran Boyd-Beauman or Mr. Jerry Ohare or a representative of the Illinois State Board of Education, Department of Adult, Vocational and Technical Education stating the system has been developed and activities have been reported to the Illinois State Board of Education, Department of Adult, Vocational and Technical Education as stated in the proposal.

D. CERTIFICATION: The Contractor certifies that he has not been convicted of bribery or attempting to bribe an officer or employee of the State of Illinois, nor has the Contractor made an admission of guilt of such conduct, which is a matter of record.

E. STATE INCOME TAX: Informational Tax Returns (Forms 1099) will be issued with the Illinois Department of Revenue for personal services performed in Illinois by nonresidents specifically named in the contract.

F. SUBCONTRACTOR CLAUSE: The contractor anticipates utilizing the services of field testers but anticipates paying travel and per diem at Illinois state rates allowed for travel only.

G. LAWS OF ILLINOIS: This contract shall be governed in all respect by the laws of the State of Illinois.

H. FAIR EMPLOYMENT: Contractor agrees not to commit a civil rights violation as defined in the Illinois Human Rights Act (III. Rev. Stat. 1979, Ch. 68, Par. 1-101 et seq) and further agrees to take affirmative action to ensure that no civil rights violation is committed.

I. INTERFERENCE WITH PUBLIC CONTRACTING CERTIFICATION: This contractor certifies that he/she has not be barred from entering into this contract as a result of a violation of Section 33E-3 or 33E-4 of the Criminal Code of 1961.

J. EDUCATIONAL LOAN DEFAULT CERTIFICATION: The Contractor certifies that he is not in default, for a period of 6 months or more and in an amount of $600 or more, on the repayment of any loan made from or guaranteed by state or federal funds for the purpose of financing his attendance at an institution of higher education.

K. LEGAL STATUS DISCLOSURE CERTIFICATION: Under penalties of perjury, the Contractor certifies that ____________________ is his correct Social Security Number/Tax Payer Identification Number and he is doing business as a (please check one):

________ Individual
________ Sole Proprietorship
________ Partnership

________ Corporation
________ Not-for-Profit Corporation
________ Medical and Health Care Service Provider Corporation

________ Real Estate Agent
________ Governmental Entity
________ Tax Exempt Organization (IRC 501a Only)

________ Trust or Estate

THE BOARD OF GOVERNORS OF
STATE COLLEGES AND UNIVERSITIES,
acting on behalf of
WESTERN ILLINOIS UNIVERSITY

BY________________________________

DATE______________________________

TITLE____Vocational Ed. Director___

BY________________________________

DATE______________________________

TITLE________Provost_____________

BY________________________________

DATE______________________________

TITLE_____________________________

CONTRACTOR

BY________________________________

DATE______________________________

TITLE_____________________________

SIU

Southern Illinois University at Carbondale
Carbondale, Illinois 62901-4605

Department of Vocational Education Studies
Education, Training and Development
618-453-3321

January 7, 1991

Dr. Wendell Swanson
Director of Vocational Education
Western Illinois University
Knoblauch Hall 207 (G)
Macomb, IL 61455

Dear Wendell,

The purpose of this letter is to document the particulars that were agreed to during a conference call among John Sweeney, Jerry O'Hare, you, John Washburn and I.

First, it was agreed that your project would support the activities needed to achieve the objectives that were described in the proposal/letter dated October 11, 1990 and addressed to Dr. Fron Boyd-Beauman, manager of DAVTE's Program Improvement Section.

It was further agreed to amend line items 1 and 2 of the costs section of the letter/proposal to read, consultant fee, travel and per diem expenses of $3000 to Bill G. Gooch for directing all activities associated with the field test.

It was further agreed that I would invoice expenses for my work with the project as close to June 15th as possible and to invoice expenses of field testers immediately following travel. It was further agreed that no field-tester individual (one trip) expenses would exceed $300, and that the total funds for expenses of field testers is $4000 (as per letter/proposal).

It was also agreed that I would furnish you 6 copies of a 3rd quarter report to be received by you no later than March 15, 1991. And, that I would send you 15 copies of a final report as close to June 15th as possible.

Regarding selection of the 15 field testers, it was agreed that three CVE teacher-coordinators would be nominated from each of the eight Vocational regions of Illinois. In addition to these 24 nominees, the leadership of the Illinois Cooperative Vocational Education Association (ICVEA) will be asked to nominate 6-10 teacher-coordinators. From these 30-34 nominees, Dr. John Sweeney and I will select 15 to best represent the various types and levels of CVE in Illinois.

Please contact me if some particulars of the conference call on January 4th, 1991 have been omitted. The sounds of time seem to encourage more and more pertinent facts to sift through memory's cracks.

My sincere best wishes to you for a joyful 1991 (and beyond) filled with peace, prosperity and productivity.

Sincerely,

Bill

Bill G. Gooch, Coordinator
Vocational Education Graduate Studies

cec

cc: Jerry O'Hare
John Sweeney
John Washburn

SIU

Southern Illinois University at Carbondale
Carbondale, Illinois 62901-4605

Department of Vocational Education Studies

OCT 2 2 [illegible]

October 11, 1990

Dr. Fran Boyd-Beauman, Manager
Program Improvement Section
Department of Adult, Vocational
And Technical Education
Illinois State Board of Education
100 N. First Street
Springfield, IL 62777

Dear Dr. Boyd-Beauman:

In recent years Cooperative Vocational Education (CVE) has seemed to move from a primary emphasis on training to more of a work experience emphasis.

In an attempt to influence redirection of CVE back into more of an occupational specific training mode, John Sweeney, Chuck Windhorst, DAVTE occupational consultants, and I developed a system for integrating task lists into the operation of CVE. This system was presented to several hundred practicing teacher-coordinators at nine inservice workshops during the 1989-1990 school year. Suggestions for revision of the system were obtained and incorporated (where appropriate) in the system (please see enclosure for the revised system). For sake of brevity the forms used to implement the system are not included with this letter.

Without field-test implementation sights, it is felt that there will not be wide-spread acceptance and implementation of the model. The purpose of this letter is to gain support for a field test of the developed system. Commitment from ICVECA has already been received to present the results of the field test and to encourage statewide participation.

Following is a description of the objectives to be achieved, activities to be completed, time frame of the activity and costs associated with the field test.

Objectives:

General - To field test a system for integrating task lists with CVE that was developed during FY 1990.

Specific -

1. Work with DAVTE and ICVECA personnel and select a representative group of not more than fifteen T-C's to field test the Task List Integration System during FY 1991.
2. Conduct an orientation meeting for selected field testers.
3. Monitor field testers for data related to implementation problems.
4. Conduct debriefing meeting with field testers to obtain data regarding system sufficiencies and deficiencies.
5. Revise Task List Integration System based on data collected during continuous monitoring and debriefing activities.
6. Develop revised version of the Task List Integration System.
7. Submit proposed system to DAVTE and ICVECA.
8. Report activities related to the field test to DAVTE and ICVECA.

Activities:

Procedures: Working with DAVTE consultants/personnel:

1. Select a representative sample of teacher-coordinators (not more than fifteen from the eight (8) vocational regions in Illinois to field test the system.
2. Meet with field testers to assure understanding of the integration system and to assure understanding of the field test procedures.
3. Conduct field test.
4. Meet with field testers to collect information regarding problems and potentials with the integration system.
5. Revise integration system based on data collected during debriefing.
6. Develop proposed system for State of Illinois.
7. Report activities to DAVTE and ICVECA.

Time Frame:

November 15, 1990 - June 30, 1991.

Costs:

	Item	Budget
1.	Consultant fee for field test director (Bill G. Gooch) for twenty five days at $100 per day.	2,500.00
2.	Travel and per diem for directors.	500.00
3.	Travel and per diem for field testers.	4000.00
4.	Material, supplies, and duplication. Minimal need to be provided by DAVTE.	
	Total	$7,000.00

CVE must increase emphasis on the training function and decrease emphasis on the work/pay aspect. Moving the State's teacher-coordinator to increased utilization of valid task lists will do much to improve the quality of training of the approximately 40,000 students being served by CVE in Illinois.

Thanks for your efforts in gaining support for this worthwhile program revitalization effort.

Sincerely,

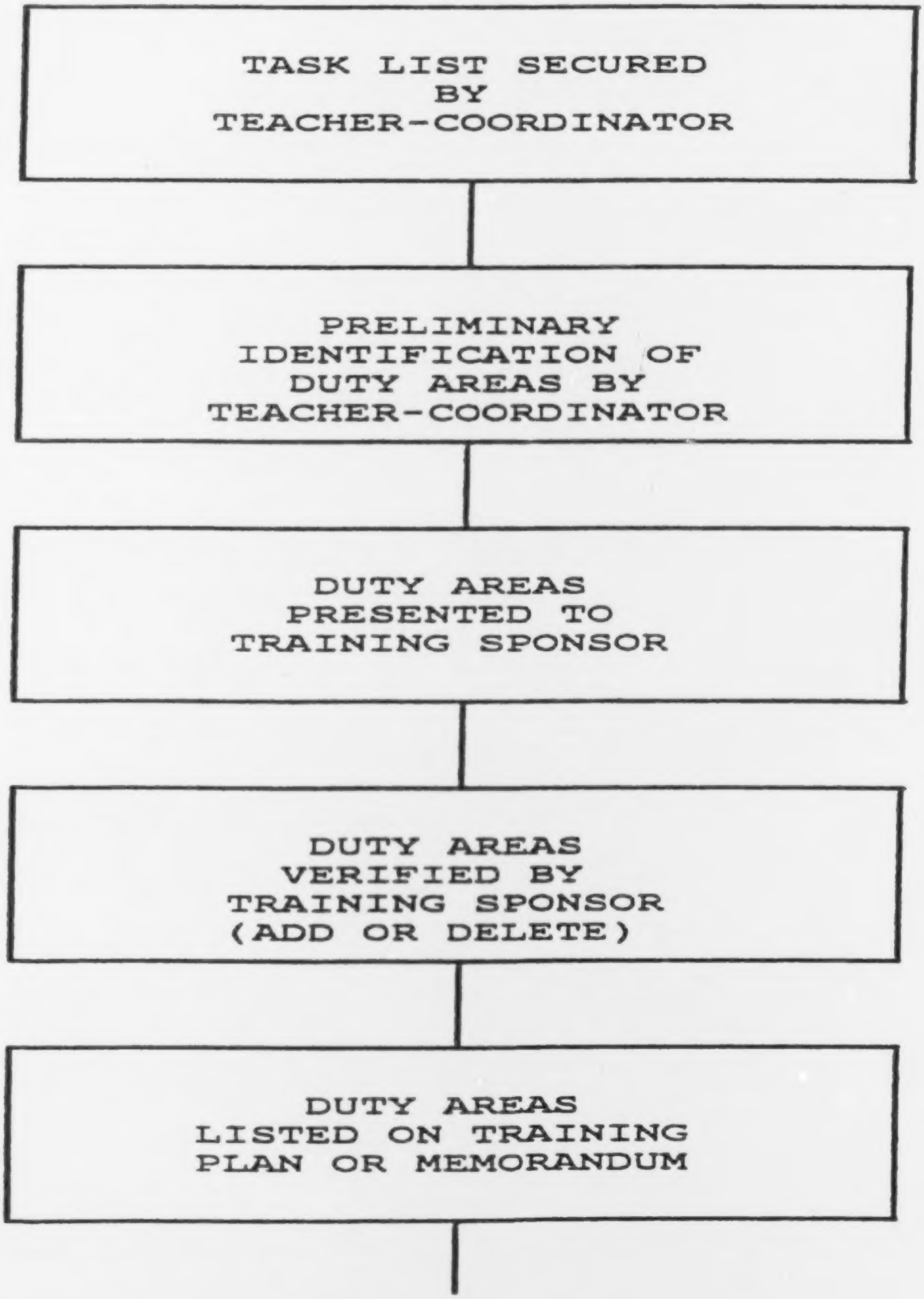
Bill G. Gooch

Bill G. Gooch, Coordinator
Vocational Education Graduate Studies

lb

cc John Sweeney
John Washburn

INTEGRATING TRAINING PLANS AND TASK LISTS


TASK LIST SECURED BY TEACHER-COORDINATOR
PRELIMINARY IDENTIFICATION OF DUTY AREAS BY TEACHER-COORDINATOR
DUTY AREAS PRESENTED TO TRAINING SPONSOR
DUTY AREAS VERIFIED BY TRAINING SPONSOR (ADD OR DELETE)
DUTY AREAS LISTED ON TRAINING PLAN OR MEMORANDUM

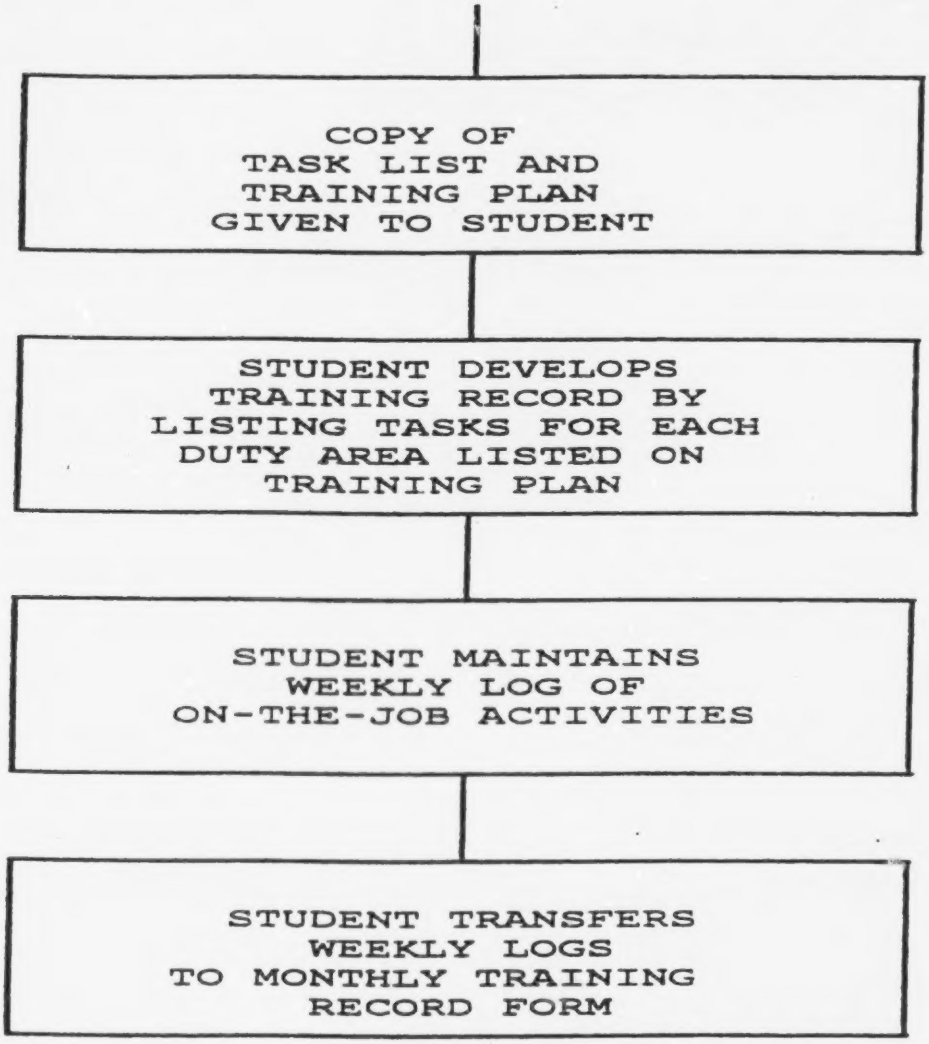

COPY OF TASK LIST AND TRAINING PLAN GIVEN TO STUDENT
STUDENT DEVELOPS TRAINING RECORD BY LISTING TASKS FOR EACH DUTY AREA LISTED ON TRAINING PLAN
STUDENT MAINTAINS WEEKLY LOG OF ON-THE-JOB ACTIVITIES
STUDENT TRANSFERS WEEKLY LOGS TO MONTHLY TRAINING RECORD FORM

Figure 1. CVE Task List Integration System

Dr. Bill Gooch/2-05-91

Travel Reimbursement for Field Testers

The following is an explanation of how you should instruct your field testers to fill out the forms for their travel expense reimbursement. Each field tester must fill out two forms each time they travel, a performance contract and a travel voucher. When completing the Travel Voucher refer to the following guidelines and travel reimbursement rates.

Mileage Allowance is .24 cents per mile

Meal Allowance - travel of 18 hours or less during the same calendar day or when a night's lodging is not required.

Breakfast - $4.50 (must leave before 6 a.m.)
Lunch - $ -0- (no allowance)
Dinner - $15.00 (must return after 7 p.m.)

Per Diem: - Travel period to be overnight or in excess of 18 hours. Rate is $6.00 per quarter day. Quarter days are as follows:

12:00 midnight to 6:00 a.m.
6:00 a.m. to 12:00 noon
12:00 noon to 6:00 p.m.
6:00 p.m. to 12:00 midnight

When the cost of meals for the meeting is being paid by the person or persons holding the meeting, the traveler shall deduct the following allowance from the per diem or peal allowance:

Breakfast $4.50
Lunch $4.50
Dinner $15.00

Lodging Allowance: $50.00 plus tax Downstate
$60.00 plus tax Chicago Metro (Cook, DuPage, Kane Lake, McHenry, Will Counties)

Claims for reimbursement shall be supported by original receipts for railroad, bus, airplane (passenger coupon), lodging and all other items in excess, individually, of $6. Receipts are not required for meals on the per diem or per meal basis.

Guidelines for Travel Voucher

1. SOCIAL SECURITY NUMBER: Social Security number and zip code of of the traveler.

2. TRAVELER NAME AND ADDRESS: Traveler's name, address as to where the check is to be forwarded.

3. VOUCHER DATE: Date voucher is being filled out by field

tester.

4. COST CENTER: Enter the number 5-37920

5. HEADQUARTERS: Must be the same city and state as your address in number 2 and 6.

6. RESIDENCE: Traveler's home address (street and city).

7. TRAVEL DETAILS: (Number 8-16) Enter each date of travel, points and times of departure and destination, mode of transportation, and the cost of transportation, lodging, meals and miscellaneous expenses.

   When a privately-owned vehicle is used, the Travel Voucher shall show the points of travel and mileage by date. If mileage has been used for area travel this must be stated on a separate line (see sample).

17. LINE TOTALS: Enter total expenses for each day.

18-20. Disregard.

21-26. SUBTOTALS: Add each column.

27. Disregard.

28. TOTAL AMOUNT: Total column 17.

29. PURPOSE OF TRAVEL: Brief description should say field testing cooperative vocational education materials (same as services performed on performance contract)

30. TRAVEL COMMENTS/EXPLANATIONS: Statement(s) explaining unusual amounts or situations.

TRAVELER SIGNATURE AND CERTIFICATION: Individual who incurred the expenses must sign the Travel Voucher. This signature is a certification and should be read before signing

When completing the **Performance Contract** please refer to the following guidelines:

NAME OF CONTRACTOR: Name of person doing the traveling.

SOCIAL SECURITY NUMBER: Number of person doing the traveling.

MAILING ADDRESS: Address should be the same one that is on the travel voucher (home address).

EXPLANATION ON BLANKS: Services for Vocational Education and Western Illinois University on (travel dates). Travel expenses are (total amount of travel expenses) will not exceed (same as travel expenses)

CONTRACTOR'S SIGNATURE: Traveler's signature and initialed by Bill Gooch

DATE: Same as on the travel voucher.

PERFORMANCE CONTRACT

Name of Contractor John Smith

Social Security Number 353-42-8075

Mailing Address 154 Jefferson Street

Macomb, Ill 61455

The above named contractor agrees to perform the following services for Vocational Education and Western Illinois University on ____________ for the amount of $__________. Travel expenses are 378.12 (included or [✓ excluded]) and will not exceed $ 378.12.

Services to be performed: Field testing Cooperative Vocational Education materials

Contractor certifies that it has not been convicted of bribery or attempting to bribe an officer or employee of the State of Illinois, nor has the contractor made an admission of guilt of such conduct, which is a matter of records.

Contractor's Signature John Smith /BH.

Date 2/08/91

WIU Fiscal Agent Signature ____________

Date ____________

jc
7/88

State of Illinois
Form C-10

TRAVEL VOUCHER

THE BOARD OF GOVERNORS OF STATE
COLLEGES AND UNIVERSITIES
WESTERN ILLINOIS UNIVERSITY

5

DISPOSITION OF COPIES

white — Comptroller
canary — Remittance
pink — Agency
goldenrod — Traveler

WIU VENDOR NUMBER

3. Voucher No. 72235

4. Voucher Date 2-8-91

5. Cost Center 5-37920

6. Headquarters Macomb Ill.

7. Residence 154 Jefferson Street
Macomb Ill

1. Social Security Number	ZIP CODE	TYPE CODE
353-42-8075	61455	30

2. Traveler Name and Address—Payee
John Smith
154 Jefferson Street
Macomb, Ill 61455

MEANS OF TRANSPORTATION
TATE CAR ☐ PERSONAL AUTO ☒
PRIVATE AUTO USED, STATE
REASON:
O STATE CAR AVAILABLE ☐
ERSONAL CONVENIENCE ☒

ACCT ______ TC ____ REQ ______ IND ____ DESC ______ DATE ______ AMT 378.12
ACCT ______ TC ____ REQ ______ IND ____ DESC ______ DATE ______ AMT ______
CCT ______ TC ____ REQ ______ IND ____ DESC ______ DATE ______ AMT ______
ACCT ______ TC ____ REQ ______ IND ____ DESC ______ DATE ______ AMT ______

8. Date [illegible]91	9. Departed From		10. Arrived At		11. Auto Mileage @ .24	12. Auto Reimbursement	13. Trans	14. Lodging	15. Meals or/ Per Diem	16. Other Expenses		17. Line Totals
	Place	Time	Place	Time						Item	Amount	
[illegible]	Macomb	8AM	Springfield	9:45	84	20 16						20 16
[illegible]	Springfield	5:15pm	Macomb	9pm	84	20 16			15 00			35 16
[illegible]	Macomb	8AM	Chicago	12N	250	60 00		62 00	18 00			140 00
[illegible]	Area	Mileage			20	4 80		62 00	24 00	Parking	4 00	94 80
[illegible]		4pM	Macomb	8pm	250	60 00			24 00	Parking	4 00	88 00

Exp. Obj.	19. Amount
1291	
1292	
Total Exp.	

20. State License Plate Number

21.	22.	23.	24.	25.	SUB TOTALS	26.	
688	165 12		124 00	81 00	⬅ SUB TOTALS ➡	8 00	378 12

28. Total Amount → 378 12

29. Purpose of Travel Field testing Cooperative Vocational Education materials

30. Traveler Comments/Explanations

This certifies that the travel shown above was required by the official duties of the traveler named to my personal knowledge, or as indicated by records submitted to me. If applicable, the reporting requirements of section 5.1 of "An Act to Create the Bureau of the Budget" have been met.

cal Agent ______ Date

proved-Agency Head ______ Date

I certify that, in accordance with Section 12 of "An Act in Relation to State Finance," the above amount is correct and just; that the detailed items charged within are taken and verified from memorandum kept by me; that the amounts charged for subsistence were actually paid, and the expenses were occasioned by official business or unavoidable delays, requiring my stay at hotels for the time specified; that I performed the journey with all practicable dispatch, by the shortest route usually traveled, in the customary reasonable manner, and that I have not been furnished with transporation or money in lieu thereof for any part.

John Smith 2/8/91
Traveler Signature Date

VPBA 8501

COMPTROLLER

BEST COPY AVAILABLE

COPY

Memorandum of Phone Conversation

Jerry Ohare - Wendell L. Swanson
February 1, 1991

Wendell Swanson called Jerry Ohare on February 1, 1991 to obtain answers to 2 questions:

Question #1. Objective #1 for the FY91 Curriculum Revitalization Project states to "Employ and retain the services of seven (7) IMCs . . ."----per agreement among the Jerry Ohare and the Project Co-Directors we are not employing that many. Do we need to change the Objective?

Jerry Ohare's answer: Do not request to change the Objective since this number may change more times before the end of the fiscal year. On the next Quarterly Report state something to the effect that "this is the close-out year for the project and Instructional Materials Coordinators are being encouraged to seek employment elsewhere in vocational education. This will allow vocational education to continue to capitalize on their expertise after the close of the project. Since this is the close-out year of the project, the contract administrator, Mr. Jerry Ohare, has agreed that no effort be made to replace the Instructional Materials Coordinators through June 30, 1991." Wording can be changed as appropriate to impart this thought.

Question #2: On the January 18, 1991 FY91 Curriculum Revitalization Budget revision, I moved $4,000 from the Purchased Services Co-Op Voc Ed--Bill Gooch line to Travel. It should have been moved for travel to the Regional/project Advisory Consultants line since the travel will be performed by individuals not employed at WIU.

Jerry Ohare's answer: It would be appropriate to utilize the "Purchased Services Regional/project Advisory Consultants" line item to pay travel for the Bill Gooch Co-Op study consultants. Jerry said to keep in mind that I can move up to 10% of funds "within a function code" with the exception of the salaries object code. All of this project is within one function code so I can move up to 10% of the total budget around as needed without DAVTE approval.

copy: Bettye Swanson for inclusion in next Quarterly Report
Curriculum Revitalization Budget files

MAR 14 1991

Progress Report for Field Test of the CVE Task List Integration System

1. Funding Agreement #: 5-37920
2. Project Title: Field Test of the CVE Task List Integration System.
3. Project Director: Bill G. Gooch
4. Funded Agency: Bill G. Gooch
5. Time Period: January, 1991 - June 30, 1991.
6. Estimate of Expenditures this Period: $850.00
7. Activities Completed:
   a. Negotiated contract with Western Illinois University and DAVTE Personnel.
   b. Obtained nominations from Illinois' Regional Vocational Administrators (RVA) for teacher coordinators to participate in the field test of the Task list Integration system.
   c. Met with DAVTE and ICVECA personnel to choose field test participants from the teacher-coordinators who were nominated by the RVAs.
   d. Contacted each person chosen to field test the system to obtain their agreement to participate in the field test (the list of participants is included in Appendix A).
   e. Developed letters to be sent to each field tester (see Appendix B), and to the field tester's principal or appropriate administrator (please see Appendix C).
   f. Met with field testers in Springfield, Illinois on February 19, 1991 for an orientation to the project. Eleven of the 16 field testers attended the orientation meeting. The orientation meeting addressed the following agenda items:
      1). Welcome and introductions.
      2). Explain and discuss the CVE Task List Integration System.

3). Field test procedures

    a). Choose 2-5 students to implement the system.

    b). Don't choose only best students.

    c). Try not to get more than one student from a particular occupational area.

    d). Note progress of students in implementing the system (both problems and successes).

4). Set up meeting for debriefing of field testers. (Meeting was set up for May 15 at the Hampton Inn in Springfield, IL from 9:00-3:00 p.m.)

5). Developed and sent letters and instructions to field testers (see Appendix D).

6). Developed and sent letter to John Sweeney requesting field test materials to be sent to field testers (please see Appendix E).

8. Concerns: Time of field test - some of the activities will be completed in simulation because the field test is not being conducted at the beginning of the school year.

9. Dissemination Planning Outline: N/A

10. Statement of Support: N/A at this time.

11. Meetings Attended:

    a. Met with John Sweeney and Dean Kindhart regarding the project in Springfield, IL on January 22, 1991.

    b. Met with John Sweeney regarding the field test in Peoria, IL on February 15, 1991.

    c. Met with field testers in Springfield, IL on February 19, 1991.

12. Meetings Conducted: Please see item 11-C and 7-F.

13. Activities Planned:

    a. Monitor field test.

    b. Meet with field testers for debriefing.

    c. Develop final report of activities.

    d. Invoice expenses associated with project.

14. (See Appendices)

(Appendix A)

CVE Field Testers

Sue Bahr, HERO Coordinator
Joliet Township High School West
401 North Larkin
Joliet, IL 60435
815/727-6955

Dennis Ballard, Coordinator
Naperville Central High School
440 Aurora Avenue
Naperville, IL 60563
708/420-6461

Del Carr, Teacher Coordinator
United Township High School
1275 42nd Avenue
East Moline, IL 61244
309/752-1651

Aurora De la Torre, Coordinator
Truman College
1145 West Wilson Avenue
Chicago, IL 60640
312/989-6091

Judy Greer
United Township High School
1275 42nd Avenue
East Moline, IL 61244
309/752-1633

Dean Kindhort
Cooperative Coordinator
Lamphier High School
1300 North 11th
Springfield, IL 62702
217/525-3077

Claudy Johnson, Coordinator
Steinmetz High School
3030 North Mobile Avenue
Chicago, IL 60634
312/534-3353

Brenda Lack, Teacher Coordinator
Carmi High School
800 West Main Street
Carmi, IL 62821
618/382-4661

Pat Larkin
West Senior High School
1201 West N.Y. Street
Aurora, IL 60506
708/844-4690

Dan Malcolm
Teacher Coordinator
Bloomington AVC
1202 East Locust Street
Bloomington, IL 61701
309/827-6124, ext. 24

Glen Mills
Teacher Coordinator
St. Elmo High School
1200 North Walnut
St. Elmo, IL 62458
618/829-3227

Carole Ruby, Coordinator
West Aurora District #29
80 South River Street
Aurora, IL 60506
708/844-4692

Elene Sandorff, Coordinator
Washington Community
High School
115 Bondurant Street
Washington, IL 61571
309/444-3167

Melody Sexton
Teacher Coordinator
Galatia High School
Galatia, IL 62935
618/268-4194

Don Shaffner, Coodinator
Granite City High School
3101 Madison Avenue
Granite City, IL 62040
618/451-5808, Ext. 46

Don Wiberg
Kennedy High School
6325 West 56th Street
Chicago, IL 60638
312/535-2325

(Appendix B)

February 1, 1991

Elene Sandorff, Coordinator
Washington Community High School
115 Bondurant Street
Washington, IL 61571

Dear Ms. Sandorff:

Thanks for agreeing to participate in a field test of the Task List/CVE Integration System. We will be conducting an orientation meeting for field testers on February 19, 1991 in the offices of the Department of Adult, Vocational and Technical Education at 100 North First Street in Springfield, Illinois. The meeting will be from 10:00 a.m. - 12:00 noon on the second floor of the Illinois Office of Education complex.

Hopefully, everyone will be able to join Dr. John Sweeney and I on February 19 in Springfield. If it is impossible for you to make the orientation meeting, I will contact you soon after the 19th to share information with you.

Thanks again for agreeing to be a part of this important work. It is imperative to determine the value of the system on the front lines of reality.

Sincerely,

Bill G. Gooch, Coordinator
Vocational Education Graduate Studies

dh

cc: John Sweeney

(Appendix C)

February 1, 1991

Ms. Eva Nickolich
Kennedy High School
6325 West 56th Street
Chicago, IL 60638

Dear Ms. Nickolich:

During the past two years, a system has been developed to improve the operation of cooperative vocational education in the State of Illinois. The system is called the Task List/CVE Integration System. The procedure was developed and presented to approximately 900 teacher-coordinators for suggested revisions. These revisions were incorporated in the present system.

The best conceived system often fails when it is implemented in the real world where students meet teachers. To determine whether or not the system has value, approximately 15 teacher-coordinators were identified statewide to be invited to conduct a field test with selected students in their cooperative education program during the last part of the 1990-1991 school year.

Don Wiberg was identified from your district as one who would be excellent in a field test of the system. It would be good if field testers could meet for an orientation meeting on February 19, 1991 at 10:00 a.m. in Springfield, Illinois. The meeting will be in the Illinois Office of Education complex at 100 North First Street. Travel expenses for field testers will be paid by DAVTE.

This letter was developed to seek your support for this activity. It is hoped that the system has the capacity to improve the quality of Illinois' cooperative vocational education programs. Your support will be sincerely appreciated.

Very truly,

Bill G. Gooch, Coordinator
Vocational Education Graduate Studies

dh

(Appendix D)

February 20, 1991

Don Wiberg
Kennedy High School
6325 West 56th Street
Chicago, IL 60638

Dear Don:

Thanks for your good thinking and cooperative attitude during the initial meeting of the field testers of the Training Plan/Task List Integration System. You are to be congratulated for having been chosen by the State of Illinois' Regional Vocational Administrators as teacher-coordinators who could best field test the system.

Eleven of the sixteen field testers were able to attend the orientation meeting. Some of the field test parameters to which we agreed were:

1. The field test will include the months of March and April, 1991.

2. Each teacher-coordinator will choose two to five students to include in the field test. Attempt to assure that the students chosen represent a mix of the class and try not to choose more than one student in the same type of job.

3. Task lists can be secured from your regional vocational administrator. (If you have problems obtaining a task list for a particular occupation, please contact John Sweeney or Bill Gooch).

4. Present all of the major duty areas associated with the job to the employer for verification. This is the process that you would use if you were using the system at the beginning of the school year.

5. Start the record keeping as close to the first of March as possible.

6. Keep a brief log of impressions (positive and negative) as you implement the system.

With this letter you will find a brief explanation of the system and a list of the 16 field testers.

I will attempt to call the five field testers who were unable to attend the orientation meeting as soon as possible.

Also, I will send Dr. John Sweeney forms to duplicate and send to you for use in the field test.

An all day debriefing meeting has been scheduled for the field testers for May 15 in Springfield. The meeting will last from 9:00 a.m. - 3:00 p.m. Field testers are encouraged to come to Springfield the evening prior to the field test if possible. Dr. Sweeney will communicate with us regarding room arrangements and particulars. Your travel and lodging expenses will be reimbursed by DAVTE.

Should you have questions, my telephone number is (618) 453-1943 and John Sweeney's number is (217) 782-4862.

Good luck folks!

Sincerely,

Bill G. Gooch, Coordinator
Vocational Education Graduate Studies

dh

Enclosures

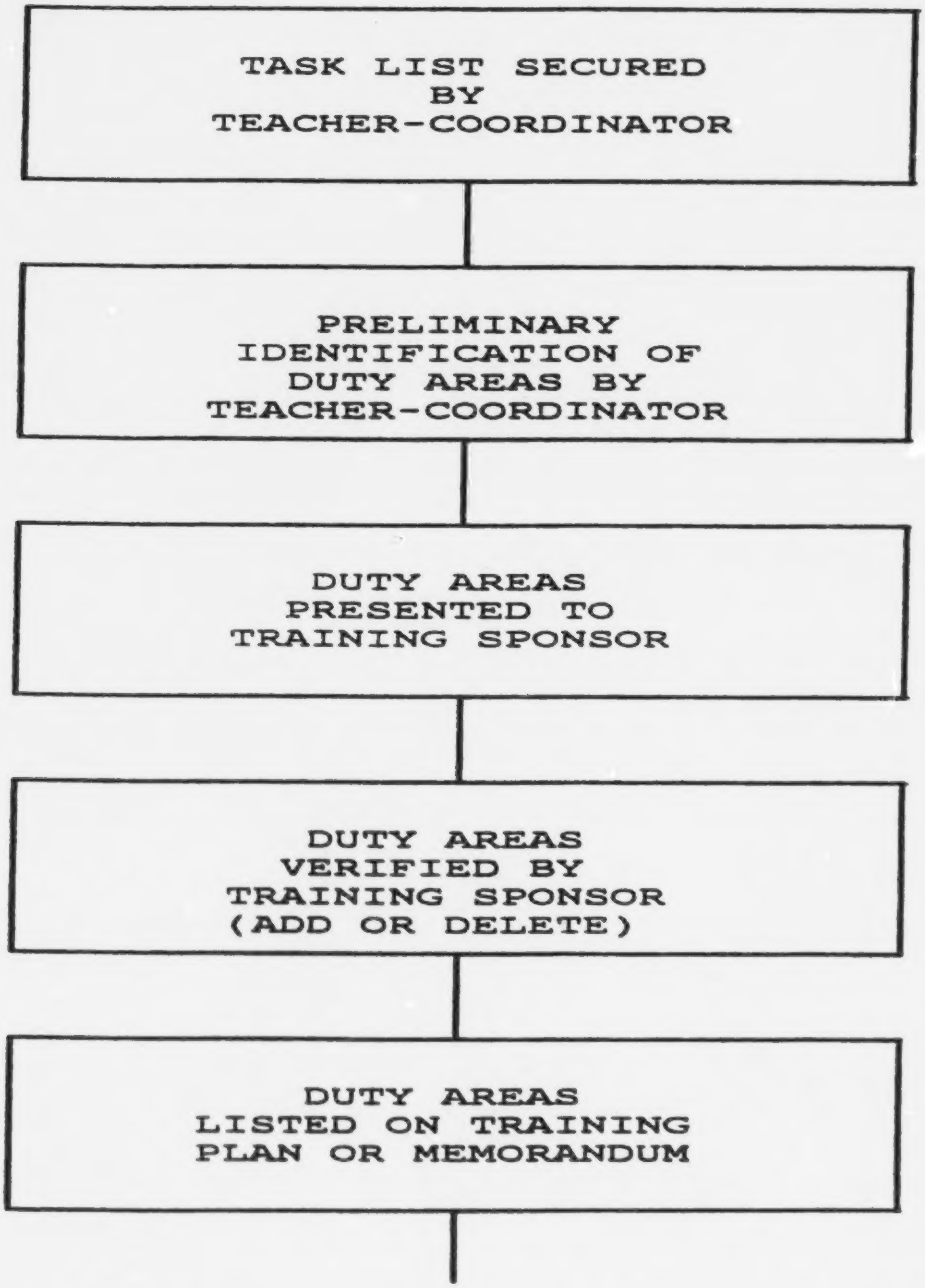
cc: John Sweeney

Figure 1 contains a block diagram of the CVE Task List Integration System. The first block shows that the teacher-coordinator secures a task list for the occupation, the second shows preliminary identification of duty areas by teacher-coordinator, the third shows the duty areas presented to the training-sponsor, the fourth shows that the duty areas are verified by the training sponsor, the fifth step shows the duty areas being incorporated in the student's training plan or memorandum, the sixth step shows that a copy of the task list and training plan are given to the CVE student, the next step shows that the student develops a training record by listing tasks for each duty area listed on the training plan, block 8 shows that the student transfers data from the Weekly Activity Log to maintain the training record.

Figure 2 contains a sample of the form used in the system to obtain input from the training-sponsor relative to the areas in which CVE students will have opportunity to work and learn on the job. The sample is taken from the state of Illinois automobile mechanics task list. This is the form from which the teacher-coordinator obtains information for developing the training plan or memorandum, and from which the students get the information to develop their Training Record Forms.

Figure 3 contains a copy of the Training record Form. It may be noted that a student would list the tasks for each duty area contained an his/her training plan. A student who would be working in several duty areas would need to develop a sheet (list the tasks) for each duty area. The performance level evaluation could either be made by the teacher-coordinator in consultation with the training-sponsor and student or taken directly from the evaluation sheet exhibited in Figure 5. The blocks in the middle of the Training Record form represents 12 months starting with September through August. The number placed in each block would be obtained from the information recorded on the students' Weekly Task Activity Log contained in Figure 5 was designed to be attached to the regular evaluation form presently used in CVE. Only tasks that the student had performed during the grading period would be included on the form. Most teacher-coordinator's supported the process whereby the student would list tasks performed during the grading period on the form prior to the evaluation by the employer. All forms in the system are coordinator monitored.

INTEGRATING TRAINING PLANS AND TASK LISTS


TASK LIST SECURED BY TEACHER-COORDINATOR
PRELIMINARY IDENTIFICATION OF DUTY AREAS BY TEACHER-COORDINATOR
DUTY AREAS PRESENTED TO TRAINING SPONSOR
DUTY AREAS VERIFIED BY TRAINING SPONSOR (ADD OR DELETE)
DUTY AREAS LISTED ON TRAINING PLAN OR MEMORANDUM

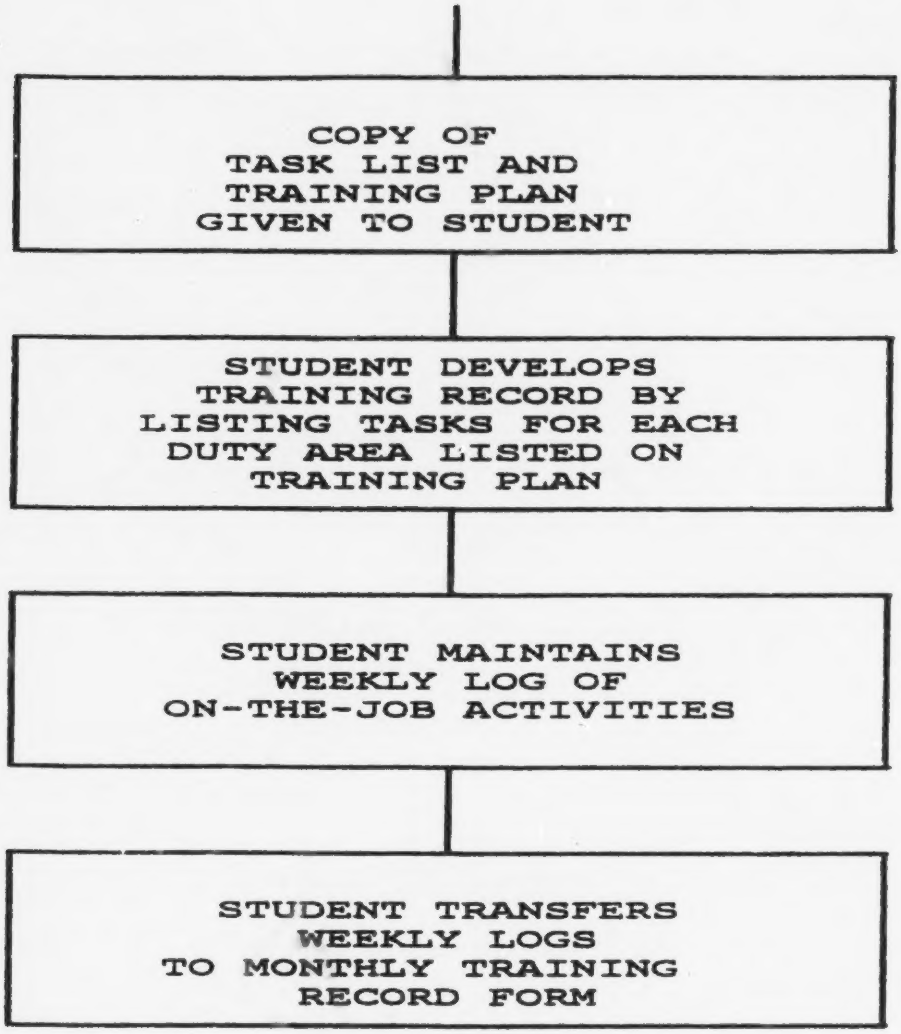

COPY OF TASK LIST AND TRAINING PLAN GIVEN TO STUDENT
STUDENT DEVELOPS TRAINING RECORD BY LISTING TASKS FOR EACH DUTY AREA LISTED ON TRAINING PLAN
STUDENT MAINTAINS WEEKLY LOG OF ON-THE-JOB ACTIVITIES
STUDENT TRANSFERS WEEKLY LOGS TO MONTHLY TRAINING RECORD FORM

Figure 1. CVE Task List Integration System

DUTY AREAS FOR AUTO MECHANIC

DUTY AREAS	OPPORTUNITY	
	YES	NO
A. Prepare New Vehicles	____	____
B. Service Suspension Systems	____	____
C. Service Heating & Cooling Systems	____	____
D. Perform Steering & Wheel Service	____	____
E. Service Brake Systems	____	____
F. Service Emission Control Systems	____	____
G. Service Exhaust Systems	____	____
H. Service Heating & Air Conditioning Systems	____	____
I. Service Fuel Systems	____	____
J. Service Ignition Systems	____	____
K. Service Automatic Transmission	____	____
L. Perform Engine Mechanical Diagnosis	____	____
M. Service Engine Blocks	____	____
N. Service Cylinder Heads & Valve Trains	____	____
O. Service Electrical Systems	____	____
P. Service Electrical Accessories	____	____
Q. Service Manual Transmission	____	____
R. Service Drive Lines	____	____

	OPPORTUNITY	
DUTY AREAS	YES	NO
S. Perform Welding & Oxy. Fuel Cutting	____	____
T. Perform Diesel Engine Tune Ups	____	____
U. Perform Safety Practices	____	____
V. Perform Preventative Maintenance	____	____

Duties Not Listed

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Figure 2. Sample of Training Sponsor Duty Area Verification

TRAINING RECORD

FOR

OCCUPATION ____________ STUDENT ____________ YEARS ____________

Duty Area ____________

	Monthly Hours Worked At Each Task												Performance Level*			
Tasks	S	O	N	D	J	F	M	A	M	J	J	A	1	2	3	4

* Scale: 1 - Unable to Perform Task, 2 - Performs Task Only Under Close Supervision,
3 - Performs Task With Minimal Supervision, 4 - Performs Task Expertly

Figure 3. Student Training Record Form

WEEKLY TASK/ACTIVITY LOG

________________________ STUDENT

________________________ OCCUPATION

FROM ______ TO ______ DATES

DAY	TASKS/ACTIVITIES COMPLETED ON JOB	TIME ON ACTIVITY (Minutes)	TOTAL HOURS WORKED	CLASSROOM ASSIGNMENTS COMPLETED
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				
SATURDAY				
SUNDAY				

Did your classroom assignments relate to your job assignments? YES ____ NO ____

Job related problems that came up this week were:

____

____

Other Comments:

____

____

Figure 4. Weekly Task/Activity Log

EMPLOYER'S EVALUATION REPORT
OF
TASKS PERFORMED BY STUDENT

Directions: Please evaluate each task listed by placing an X under the 1-4 columns according to the key at the bottom.	EVALUATION			
DUTY AREAS AND TASKS	1	2	3	4
Duty Area:				
Tasks:				
Duty Area:				
Tasks:				
Duty Area:				
Tasks:				
Duty Area:				
Tasks:				

KEY: 1 - Unable to Perform Task; 2 - Performs Task Only Under Close Supervision; 3 - Performs Task With Some Supervision; 4 - Requires Minimal Supervision While Performing Task

Figure 5. Employer's Evaluation Report

(Appendix E)

February 21, 1991

Dr. John Sweeney
Illinois State Board of Education
Department of Adult, Vocational
and Technical Education
100 North First Street
Springfield, IL 62777

Dear John:

Enclosed you will find the forms needed by the field testers ASAP, and a list of the 16 field testers. My suggestion would be to send each field tester:

1. Ten (10) copies of the "Duty Area listing sheet"

2. Twenty-five (25) copies of the "Training Record Form"

3. Ten (10) copies of the "Weekly Task/Activity Log"

4. Ten (10) copies of the "Employer's Evaluation Report"

You should soon be receiving copies of the materials that I sent to each field tester.

John, thanks a lot for all of your help with the project. I don't know how we will make it in CVE after you retire. Godspeed!

Sincerely,

Bill G. Gooch, Coordinator
Vocational Education Graduate Studies

dh

Enclosures

DUTY AREAS FOR ______________________________

(Occupation)

	Duty Areas	Opportunity	
		Yes	No
1.	______________________________	___	___
2.	______________________________	___	___
3.	______________________________	___	___
4.	______________________________	___	___
5.	______________________________	___	___
6.	______________________________	___	___
7.	______________________________	___	___
8.	______________________________	___	___
9.	______________________________	___	___
10.	______________________________	___	___
11.	______________________________	___	___
12.	______________________________	___	___
13.	______________________________	___	___
14.	______________________________	___	___
15.	______________________________	___	___
16.	______________________________	___	___
17.	______________________________	___	___
18.	______________________________	___	___
19.	______________________________	___	___
20.	______________________________	___	___

Duties Not Listed

1. ____

2. ____

3. ____

4. ____

TRAINING RECORD

FOR

OCCUPATION ____________ STUDENT ____________ YEARS ____________

Duty Area ____________

Monthly Hours Worked At Each Task

Performance Level*

Tasks	S	O	N	D	J	F	M	A	M	J	J	A	1	2	3	4

* Scale: 1 - Unable to Perform Task, 2 - Performs Task Only Under Close Supervision, 3 - Performs Task With Minimal Supervision, 4 - Performs Task Expertly

Figure 3. Student Training Record Form

WEEKLY TASK/ACTIVITY LOG

_________________________ STUDENT

_________________________ OCCUPATION

FROM ______ TO ______ DATES

DAY	TASKS/ACTIVITIES COMPLETED ON JOB	TIME ON ACTIVITY (Minutes)	TOTAL HOURS WORKED	CLASSROOM ASSIGNMENTS COMPLETED
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				
SATURDAY				
SUNDAY				

Did your classroom assignments relate to your job assignments? YES ____ NO ____

Job related problems that came up this week were:

Other Comments:

Figure 4. Weekly Task/Activity Log

EMPLOYER'S EVALUATION REPORT
OF
TASKS PERFORMED BY STUDENT

Directions: Please evaluate each task listed by placing an X under the 1-4 columns according to the key at the bottom.

	DUTY AREAS AND TASKS	EVALUATION			
		1	2	3	4
Duty Area:					
Tasks:					
Duty Area:					
Tasks:					
Duty Area:					
Tasks:					
Duty Area:					
Tasks:					

KEY: 1 - Unable to Perform Task; 2 - Performs Task Only Under Close Supervision; 3 - Performs Task With Some Supervision; 4 - Requires Minimal Supervision While Performing Task

Figure 5. Employer's Evaluation Report

FINAL REPORT FOR FIELD TEST OF THE CVE TASK LIST INTEGRATION SYSTEM

by

DR. BILL G. GOOCH, PROJECT DIRECTOR

for

DEPARTMENT OF ADULT, VOCATIONAL
AND TECHNICAL EDUCATION

JUNE, 1991

FINAL REPORT ABSTRACT

A. Title: Field Test of CVE Task List Integration System

B. Funding Agreement #: 5-37920

C. Project Director: Dr. Bill G. Gooch

D. Funded Agency: Dr. Bill G. Gooch

E. Location of Funded Agency: Route 6, Box 391
Murphysboro, IL 62966

F. Time Period Covered: January 1991 - June 30, 1991

G. Goals of the Project:

General - To field test a system for integrating task lists with CVE that was developed during FY 1990.

Specific -

1. Work with DAVTE and ICVECA personnel and select a representative group of not more than fifteen T-C's to field test the Task List Integration System during FY 1991.
2. Conduct an orientation meeting for selected field testers.
3. Monitor field testers for data related to implementation problems.
4. Conduct debriefing meeting with field testers to obtain data regarding system sufficiencies and deficiencies.
5. Revise Task List Integration Systems based on data collected during continuous monitoring and debriefing activities.
6. Develop revised version of the Task List Integration System.
7. Submit Proposed system to DAVTE and ICVECA.
8. Report activities related to the field test to DAVTE and ICVECA.

H. Major Accomplishments of the Project: All of the goals stated above were met. The Revised CVE Task List Integration System that was developed as a result of the field test should improve the quality of CVE by helping to assure that the programs are based on real world-of-work occupational requirements.

I. Product Delivered: Fifteen copies of the Revised CVE Task List Integration Systems along with instructions for implementing the system will be delivered to the Department of Adult, Vocational and Technical Education at the end of the current fiscal year. Additionally, copies of the System will be made available to the President of the Illinois Cooperative Vocational Education Coordinators Association (ICVECA) before the end of the 1991 fiscal year.

J. Expenditure of Funds: Resources allocated for this activity were:

$3,000 - For project directors' time, travel, and expenses.

$4,000 - For travel and per diem expenses for field testers.

Expenses for project director will be invoiced by letter to DAVTE project monitor prior to June 30, 1991. Consultant fees, travel costs and per diem expenses for the project director will total between $2,500 - $3,000.

All travel and per diem expenses for the field testers have been mailed in The Curriculum Improvement Project (project director.) This researcher would estimate that less than half of the $4,000 allocated for this activity has been used.

K. Paid Participant In Activity: Dr. Bill G. Gooch
Route 6, Box 391
Murphysboro, IL 62966

Coordinator of Graduate Studies for the Department of Vocational Education Studies, Southern Illinois University at Carbondale, Carbondale, Illinois. The project director has been involved in Vocational Education for 30 years.

L. Resource Listing:

Material Resources: No material resources were purchased during the conduct of this field test.

Human Resources: The following individuals served as field testers of the CVE task List Integration System:

Sue Bahr, HERO Coordinator
Joliet Township High School West
401 North Larkin
Joliet, IL 60435
815/727-6955

Dennis Ballard, Coordinator
Naperville Central High School
440 Aurora Avenue
Naperville, IL 60563
708/420-6461

Del Carr, Coordinator
Truman College
1145 West Wilson Avenue
Chicago, IL 60640
312/989-6091

Aurora De la Torre, Coordinator
Truman College
1145 West Wilson Avenue
Chicago, IL 60640
312/989-6091

Judy Greer, Coordinator
United Township High School
1245 42nd Avenue
East Moline, IL 61244
309/752-1633

Dean Kindhort, Coordinator
Lamphier High School
1300 North 11th
Springfield, IL 62702
217/525-3077

Claudy Johnson, Coordinator
Steinmetz High School
3030 North Mobile
Chicago, IL 60634
312/534-3353

Brenda Lack, Coordinator
Carmi High School
800 West Main Street
Carmi, IL 62821
618/382-4661

Pat Larkin, Coordinator
West Senior High School
1201 West N.Y. Street
Aurora, IL 60506
708/844-4690

Dan Malcolm, Coordinator
Bloomington AVC
1202 East Locust Street
Bloomington, IL 61701
309/827-6124, ext. 24

Glen Mills, Coordinator
St. Elmo High School
1200 North Walnut
St. Elmo, IL 62458
618/829-3227

Carole Ruby, Coordinator
West Aurora District #29
80 South River Street
Aurora, IL 60506
708/844-4692

Elene Sandorff, Coordinator
Washington Community High School
115 Bondurant Street
Washington, IL 61571
309/444-3167

Melody Sexton, Coordinator
Galatia High School
Galatia, IL 62935
618/451-5808, ext. 46

Don Shaffner, Coordinator
Granite City High School
3101 Madison Avenue
Granite City, IL 62040
618/451-5808, Ext. 46

Don Wiberg, Coordinator
Kennedy High School
6325 West 56th Street
Chicago, IL 60638
312/535-2325

M. Major Accomplishments of the Project:

1. Negotiated contract with Western Illinois University and DAVTE Personnel.
2. Obtained nominations from Illinois' Regional Vocational Administrators (RVA) for teacher coordinators to participate in the field test of the Task List Integration System.
3. Met with DAVTE and ICVECA personnel to choose field test participants from the teacher-coordinators who were nominated by the RVAs.
4. Contacted each person chosen to field test the system to obtain their agreement to participate in the field test.

5. Developed letters to be sent to each field tester (see Appendix A), and to the field tester's principle or appropriate administrator (please see Appendix B).

6. Met with field testers in Springfield, Illinois on February 19, 1991 for an orientation to the project. Eleven of the 16 field testers attended the orientation meeting. The orientation meeting addressed the following agenda items:

    a. Welcome and introductions.

    b. Explain and discuss the CVE Task List Integration System.

    c. Field test procedures.

        (1). Choose 2-5 students to implement the system.

        (2). Don't choose only best students.

        (3). Try not to get more than one student from a particular occupational area.

        (4). Note progress of students in implementing the system (both problems and successes).

    d. Set up meeting for debriefing of field testers. (Meeting was set up for May 15 at the Hampton Inn, Springfield, IL from 9:00 a.m.- 3:00 p.m.).

    e. Developed and sent letters and instructions to field testers. (See Appendix C).

    f. Developed and sent letter to John Sweeney requesting field test materials to be sent to field testers.

    g. Addressed problems and answered questions by telephone regarding problems that developed during the field test.

    h. Met with field testers on May 14 and 15 in Springfield, Illinois for field test debriefing. A description of the debriefing results follows.

Field Test Debriefing

The following field testers met with Dr. John Sweeney and the project director on May 15, 1991 for a field test debriefing:

Name	Program Type
Sue Bahr	Cooperative Work Training (CWT)
Del Carr	Interrelated/CWT
Aurora De la Torre	Early School Lecturer
Judy Greer	Health Occupations
Dean Kindhort	Interrelated/CWT
Claudy Johnson	Office Education
Brenda Lack	Interrelated/WECEP
Pat Larkin	Interrelated
Dan Malcolm	Interrelated
Carole Ruby	Special Education
Elene Sandorff	Special Education
Dan Wiberg	Interrelated

Each element of the CVE Task List Integration System (see Appendix D for old system) was considered by the field testers in sequence. Each field tester was asked to describe their experiences in attempting to implement that particular element of the system. The project director took notes of all that was reported.

Comments that were received from field testers on each element of the system follows:

Element 1 - Task list Secured by Teacher Coordinator

Most field testers reported that they encountered no problems with this part of the system. Some discussion resulted regarding whether or not programs were limited to The Task List developed by The State of Illinois. Because CVE students are working at many training stations for which the State of Illinois has not developed task lists, all sources (Curriculum Center, VTEC's, etc.) should be used.

A couple of field testers reported that a student was working at a job that required them to complete tasks in more than one job area. For these students, parts of two different task lists were used, or the duty areas/task lists were identified by the teacher-coordinator and employer.

Element 2 - Preliminary Identification of Duty Areas by Teacher-Coordinator

The field testers had no major problems with this element of the system. A couple of the field-testers used task lists that were not defined by duty areas; however, they were able to identify and add duty areas with the training sponsor's help.

Element 3 - Duty Areas Presented to Training Sponsor

The Teacher-Coordinators did not seem to have any problems with this part of the system. One suggestion offered, however, was:

To present the entire task list to the employer, and highlight employer identified duty areas in which the student would have an opportunity for training.

Element 4 - Duty Areas Verified by Training Sponsor

This element should be combined with element #3. The purpose for which the duty areas are presented to the employer is verification.

Element 5 - Duty Areas Listed On Training Plan or Memorandum

No problems were encountered in this area. All field testers felt that the duty areas could become a part of the students' training plan or training memorandum.

Element 6 - Copy of Task List and Training Plan Given to Student

The Teacher-Coordinators did not see any problems with this element of the system.

Element 7 - Student Develops Training Record by Listing Tasks for Each Duty Area Listed on The Training Plan

Major problems were encountered with the system at this point. The greatest problem was encountered by coordinators of regular programs. Regular CVE students frequently have an opportunity to work in virtually all duty areas. System designers assumed that CVE students would work in only *a few duty areas during the entire year.* Field testers reported that students frequently completed tasks in several duty areas *each day*.

As an example of the monumental amount of record keeping that the system would required of students, consider a student working as a nurse aide. Ten duty areas are represented with 405 discreet tasks that the nurse must complete. An aide may assist the health professional with most of these tasks. The Training Record Form has 11 lines on which students are to record the tasks associated with a duty area: a student could conceivably have seven training record sheets for one duty area (69 tasks are associated with one duty area) and 41 record sheets for the entire occupation.

CVE students who complete a four hour work shift may perform tasks in the following duty areas for the day:

1) communicate information, 2) provide a clean working envirnment, 3) provide personal care, 4) assist with therapeutic measures, 5) provide transportation and mobility, and 6) provide care for patients with special needs. It is conceiveable that the student could perform several hundred tasks in a single day. Record keeping would be at worst impossible and at best it would consume the entire time of the related class (or more).

To illustrate the problem further, consider an automobile mechanic student who is placed with a local dealership. There are 25 duty areas in which the student may work during the year with 552 tasks that the student may perform.

It is likely that the student will perform many tasks in several duty areas during each four hour work shift. For the automechanic area, the student may have to develop 61 Training Record Sheets for recording purposes (not to mention maintaining these forms). The teacher-coordinators recommended that the students keep a record of time devoted to each duty area rather than to each discreet task. A new CVE Task Integration System will be developed at the end of this session as a result of imput from the field testers.

Element 8 - Student Maintains Weekly Log of On the Job Activities

The problem that was discussed in Element 7 is also present in Element 8, i.e., tasks are too specific and numerous to allow students to keep a log of the ones in which they have worked. Recommendations made by the field testers to address this problem are incorporated in the Revised CVE Task List Integration System that follows this section.

Element 9 - Student Transfers Weekly Log to Monthly Training Record Form

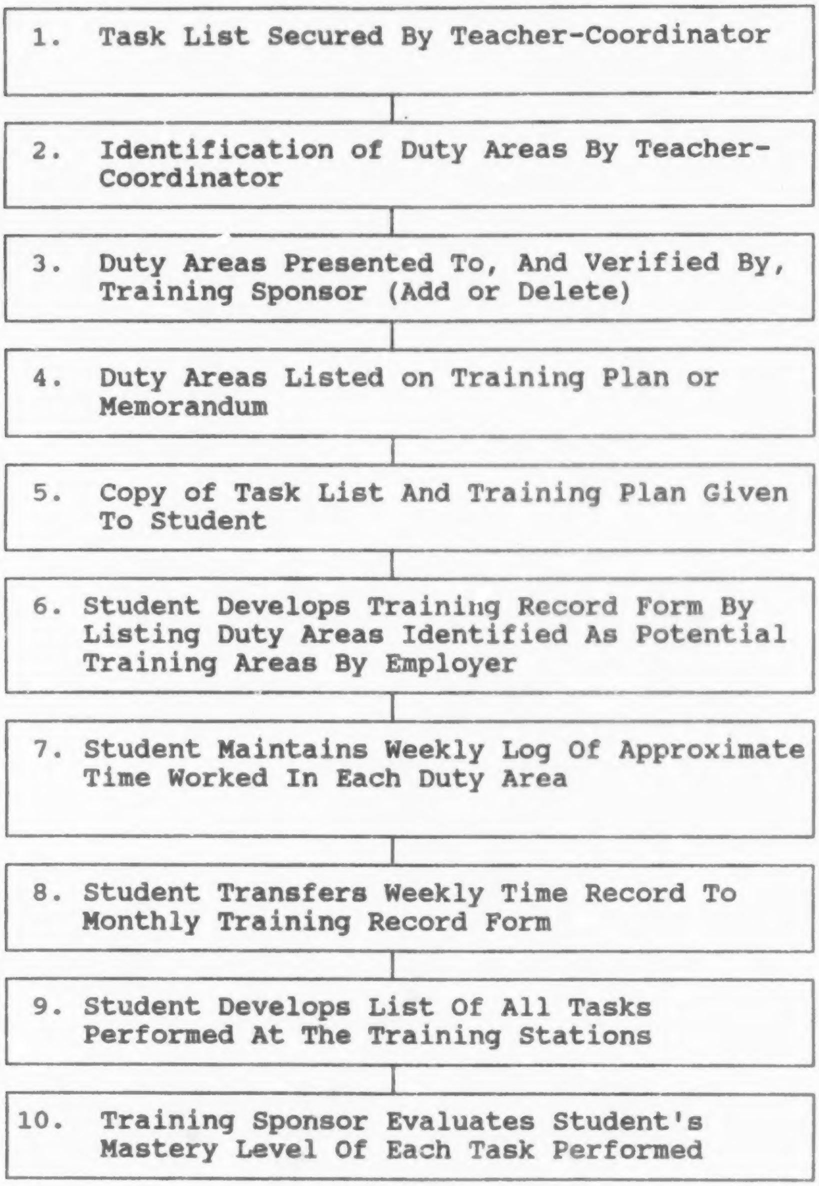
The problem of students working in many duty areas and performing many, many, tasks each work day made this element of the system unrealistic. Suggestions for alleviating the problem were offered by field testers. These suggestions are contained in the Revised CVE Task List Integration System.

Revised CVE Task List Integration System:

This section contains the CVE Task List Integration System that was revised as a result of the field test. Exhibit A contains a block diagram of the system. Major components of the system are:

1. Task list secured by teacher-coordinator;
2. Identification of duty area by teacher-coordinator;
3. Duty areas presented to and verified by, training sponsor (add or delete);
4. Duty areas listed on training plan or memorandum;
5. Copy of task list and training plan given to student;
6. Student develops Training Record Form by listing duty areas by employer;
7. Student maintains weekly log of approximate time worked in each duty area;
8. Student transfers weekly time record to monthly time record form.
9. Student develops list of all tasks performed at the training station, and
10. Training sponsor evaluates student's mastery level of each task performed.

EXHIBIT A
CVE TASK LIST
INTEGRATION SYSTEM



1. Task List Secured By Teacher-Coordinator
2. Identification of Duty Areas By Teacher-Coordinator
3. Duty Areas Presented To, And Verified By, Training Sponsor (Add or Delete)
4. Duty Areas Listed on Training Plan or Memorandum
5. Copy of Task List And Training Plan Given To Student
6. Student Develops Training Record Form By Listing Duty Areas Identified As Potential Training Areas By Employer
7. Student Maintains Weekly Log Of Approximate Time Worked In Each Duty Area
8. Student Transfers Weekly Time Record To Monthly Training Record Form
9. Student Develops List Of All Tasks Performed At The Training Stations
10. Training Sponsor Evaluates Student's Mastery Level Of Each Task Performed

Most of the steps in the system required little extra instruction for implementation, however, a few suggestions follow:

Component 1 - Task List Secured by Teacher-Coordinator.

Teacher-Coordinators are urged to secure a complete State of Illinois developed task list from:

Curriculum Publications Clearing House
Western Illinois University
Horrabin Hall, 46
Macomb, IL 61455

Task lists for occupations not analyzed by Illinois may be obtained from:

Illinois Vocational Curriculum Center
Sangamon State University
Springfield, IL 62777

Component 2 - Identification of Duty Areas by Teacher-Coordinator.

Some tasks lists may not have duty areas specified. It is not difficult to identify the areas by the tasks given. Exhibit B is included as an example of the duty areas identified in automechanics. All duty areas should be presented to the employer initially.

Component 3 - Duty Areas Presented to, and Verified by, the Training Sponsor .

Exhibit B is included to assist Teacher-Coordinators with this function. The employer should consider each duty area and determine if opportunity exists for the students to receive training in the area. Space is provided for the Training Sponsor to list duties that the student will perform that may not have been on the original task list. During the field test a couple of Teacher-Coordinators, who were working with special need students, reported the need to include duty areas from more than one occupation to adequately cover content student was to perform for the year.

Component 4 - Duty Areas Listed On Training Plan or Training Memorandum.

The employer verified duty areas in which students will work and learn and utilize skills to

EXHIBIT B

DUTY AREAS FOR AUTO MECHANIC

		OPPORTUNITY	
	DUTY AREAS	**YES**	**NO**
A.	Prepare New Vehicles	____	____
B.	Service Suspension Systems	____	____
C.	Service Heating & Cooling Systems	____	____
D.	Perform Steering & Wheel Service	____	____
E.	Service Brake Systems	____	____
F.	Service Emission Control Systems	____	____
G.	Service Exhaust Systems	____	____
H.	Service Heating & Air Conditioning Systems	____	____
I.	Service Fuel Systems	____	____
J.	Service Ignition Systems	____	____
K.	Service Automatic Transmission	____	____
L.	Perform Engine Mechanical Diagnosis	____	____
M.	Service Engine Blocks	____	____
N.	Service Cylinder Heads & Valve Trains	____	____
O.	Service Electrical Systems	____	____
P.	Service Electrical Accessories	____	____
Q.	Service Manual Transmission	____	____
R.	Service Drive Lines	____	____

	OPPORTUNITY	
DUTY AREAS	YES	NO
S. Perform Welding & Oxy. Fuel Cutting	____	____
T. Perform Diesel Engine Tune Ups	____	____
U. Perform Safety Practices	____	____
V. Perform Preventative Maintenance	____	____

Duties Not Listed

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

Figure 2. Sample of Training Sponsor Duty Area Verification

serve as the basis for determining what the student should do at the Training Station, and how long they will perform in the duty area.

Component 5 - Copy of Task List and Training Plan Given to Student.

At least two valuable outcomes resulted from this component. First, the student gains insights from the training plan regarding what he/she will be doing on the job. Second, by reviewing the task list the student gains understanding of what the entire job encompasses.

Component 6 - Student Develops Training Record by Listing Duty Areas Identified by Employer as Potential Training Areas.

The student takes the duty areas identified by the employer on Exhibit B and transfers them to the Training Record Form (Exhibit C). The Student Training Record Form will be the device used by the student to maintain a monthly record of time worked in each duty area. The form has spaces to record total hours worked each month and total hours worked for the year.

EXHIBIT C
STUDENT TRAINING RECORD FORM
FOR

STUDENT ____________________

OCCUPATION ____________________

YEARS ____________________

Duty Areas	S	O	N	D	J	F	M	A	M	J	J	A	Total Hours in Each Area

Total Hours Worked by Month ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

Total Hours Worked for Year ____________

Component 7 - Student Maintains Weekly Log of Approximate Time Worked in Each Duty Area.

The weekly activity log (Exhibit D) is suggested for students to maintain a log of the duty areas in which they worked and a record of the approximate time worked in each area. The form also allows space for students to keep records of time worked each day, total hours worked during the week, wages earned during the week and comments related to job opportunities or problems. The information recorded in The Student Training Record Form (Exhibit C) would come from The Weekly Logs (Exhibit D).

Component 8 - Student Transfer Weekly Time Record to Monthly Training Record Form

The four weekly sheets are used by the student to determine and record the amount of time worked in each duty area. It may be noted that "time" and the weekly form is recorded in approximate hours. Teacher-Coordinator may want to change this to "minutes".

Component 9 and
Component 10 - Student Develops List of All Tasks Performed at The Training Station and Training Sponsor Evaluates Student Mastery Level of Each Task Performed.

It would seem to be important for CVE students to be able to leave the local education agency with a record of the tasks they could perform. Exhibit E is a form that could be used by the employer to evaluate the student level of mastery for each task that the student completed. This is a major undertaking on the part of the student and the employer. It is for that reason (the tremendous amount of work and time that may be involved) that the recommendation is for this process to be completed at the end of the training period during the last evaluation.

The student needs the Training Record Form and the Task List to complete activities in these two components. The Training Record Form indicates the duty areas in which the student has worked. The student would list the duty areas, then (from the task list) list the tasks under those duty areas that they had performed.

EXHIBIT D

WEEKLY ACTIVITY LOG

Student ________ Occupation ________ From ________ To ________ Dates

Duty Areas Worked In/ On Job	Approximate Time (By Hour worked) Each Day						
	Mon	Tues	Wed	Thur	Fri	Sat	Sun

Total Hours Worked Each Day= ---- ---- ---- ---- ---- ---- ----

Total Hours Worked For Week= ________

Wages Earned During Week= ________

Comments/ Job Related Opportunities or Problems ________

EXHIBIT E

EMPLOYER'S EVALUATION REPORT
OF
TASKS PERFORMED BY STUDENT

Directions: Please evaluate each task listed by placing an X under the 1-4 columns according to the key at the bottom.

DUTY AREAS AND TASKS	EVALUATION			
	1	2	3	4
Duty Area:				
Tasks:				
*Duty Area:				
Tasks:				
*Duty Area:				
Tasks:				
*Duty Area:				
Tasks:				

KEY: 1 - Unable to Perform Task; 2 - Performs Task Only Under Close Supervision; 3 - Performs Task With Some Supervision; 4 - Requires Minimal Supervision While Performing Task

*If additional lines are needed for tasks, white out one or more duty areas.

The employer would evaluate the student proficiency on each task on the following scale:

1. Unable to perform task
2. Performs task only under close supervision
3. Performs task with some supervision, or
4. Requires minimal supervision while performing task.

The form contained in Exhibit E does nothing more than suggest a format for the employer's evaluation. Only four lines are provided for tasks completed by the student under each duty area. Obviously the student may have completed many, many more tasks within a duty area.

N. Problems: (Please see Field Test debriefing section).

O. Evaluation Data: (Please see Field Test debriefing section).

P. Statement of Impact: There is potential for nearly 40,000 students annually to be impacted by significantly improved CVE programs if the system is successfully implemented. Among benefits to be derived from implementation of the Revised CVE Task List Integration System are:

1. The system utilizes a work-place generated task list as basis for influencing what students will learn on the job.
2. The Training Plan, which controls what the student does job, is developed using the task list.
3. The system enlightens students and employers regarding what is required of someone who has mastered the occupation.
4. The student can leave the program with a record indicating what they can do and how well they can do it.
5. The system would interfere with the apprenticeship should students desire to become involved in apprenticeship training.

6. The records could be used to identify further Vocational Technical Training needed by the student.
7. The system would help assure that Illinois CVE programs would not become simply work experience, or work release for credit, programs.

Q. Conclusion and Recommendations:

The revised system for integrating task lists with the delivery of CVE in Illinois will work. The following recommendations are based on that conclusion:

1. Obtain comments from field testers regarding work ability of new system (the project director has made plans to accomplish this task).
2. Encourage ICVECA members to implement the system on a voluntary basis (this activity has also been initiated).
3. Debrief ICVECA members who have voluntarily used the system to determine desireability of requiring state wide use of this system.
4. Continue to revise the system as improvements are discovered.

APPENDICES

(Appendix A)

February 1, 1991

Elene Sandorff, Coordinator
Washington Community High School
115 Bondurant Street
Washington, IL 61571

Dear Ms. Sandorff:

Thanks for agreeing to participate in a field test of the Task List/CVE Integration System. We will be conducting an orientation meeting for field testers on February 19, 1991 in the offices of the Department of Adult, Vocational and Technical Education at 100 North First Street in Springfield, Illinois. The meeting will be from 10:00 a.m. - 12:00 noon on the second floor of the Illinois Office of Education complex.

Hopefully, everyone will be able to join Dr. John Sweeney and I on February 19 in Springfield. If it is impossible for you to make the orientation meeting, I will contact you soon after the 19th to share information with you.

Thanks again for agreeing to be a part of this important work. It is imperative to determine the value of the system on the front lines of reality.

Sincerely,

Bill G. Gooch, Coordinator
Vocational Education Graduate Studies

dh

cc: John Sweeney

(Appendix B)

February 1, 1991

Ms. Eva Nickolich
Kennedy High School
6325 West 56th Street
Chicago, IL 60638

Dear Ms. Nickolich:

During the past two years, a system has been developed to improve the operation of cooperative vocational education in the State of Illinois. The system is called the Task List/CVE Integration System. The procedure was developed and presented to approximately 900 teacher-coordinators for suggested revisions. These revisions were incorporated in the present system.

The best conceived system often fails when it is implemented in the real world where students meet teachers. To determine whether or not the system has value, approximately 15 teacher-coordinators were identified statewide to be invited to conduct a field test with selected students in their cooperative education program during the last part of the 1990-1991 school year.

Don Wiberg was identified from your district as one who would be excellent in a field test of the system. It would be good if field testers could meet for an orientation meeting on February 19, 1991 at 10:00 a.m. in Springfield, Illinois. The meeting will be in the Illinois Office of Education complex at 100 North First Street. Travel expenses for field testers will be paid by DAVTE.

This letter was developed to seek your support for this activity. It is hoped that the system has the capacity to improve the quality of Illinois' cooperative vocational education programs. Your support will be sincerely appreciated.

Very truly,

Bill G. Gooch, Coordinator
Vocational Education Graduate Studies

dh

(Appendix C)

February 20, 1991

Don Wiberg
Kennedy High School
6325 West 56th Street
Chicago, IL 60638

Dear Don:

Thanks for your good thinking and cooperative attitude during the initial meeting of the field testers of the Training Plan/Task List Integration System. You are to be congratulated for having been chosen by the State of Illinois' Regional Vocational Administrators as teacher-coordinators who could best field test the system.

Eleven of the sixteen field testers were able to attend the orientation meeting. Some of the field test parameters to which we agreed were:

1. The field test will include the months of March and April, 1991.

2. Each teacher-coordinator will choose two to five students to include in the field test. Attempt to assure that the students chosen represent a mix of the class and try not to choose more than one student in the same type of job.

3. Task lists can be secured from your regional vocational administrator. (If you have problems obtaining a task list for a particular occupation, please contact John Sweeney or Bill Gooch).

4. Present all of the major duty areas associated with the job to the employer for verification. This is the process that you would use if you were using the system at the beginning of the school year.

5. Start the record keeping as close to the first of March as possible.

6. Keep a brief log of impressions (positive and negative) as you implement the system.

With this letter you will find a brief explanation of the system and a list of the 16 field testers.

I will attempt to call the five field testers who were unable to attend the orientation meeting as soon as possible.

Also, I will send Dr. John Sweeney forms to duplicate and send to you for use in the field test.

An all day debriefing meeting has been scheduled for the field testers for May 15 in Springfield. The meeting will last from 9:00 a.m. - 3:00 p.m. Field testers are encouraged to come to Springfield the evening prior to the field test if possible. Dr. Sweeney will communicate with us regarding room arrangements and particulars. Your travel and lodging expenses will be reimbursed by DAVTE.

Should you have questions, my telephone number is (618) 453-1943 and John Sweeney's number is (217) 782-4862.

Good luck folks!

Sincerely,

Bill G. Gooch, Coordinator
Vocational Education Graduate Studies

dh

Enclosures

cc: John Sweeney

(Appendix D)

Figure 1 contains a block diagram of the CVE Task List Integration System. The first block shows that the teacher-coordinator secures a task list for the occupation, the second shows preliminary identification of duty areas by teacher-coordinator, the third shows the duty areas presented to the training-sponsor, the fourth shows that the duty areas are verified by the training sponsor, the fifth step shows the duty areas being incorporated in the student's training plan or memorandum, the sixth step shows that a copy of the task list and training plan are given to the CVE student, the next step shows that the student develops a training record by listing tasks for each duty area listed on the training plan, block 8 shows that the student transfers data from the Weekly Activity Log to maintain the training record.

Figure 2 contains a sample of the form used in the system to obtain input from the training-sponsor relative to the areas in which CVE students will have opportunity to work and learn on the job. The sample is taken from the state of Illinois automobile mechanics task list. This is the form from which the teacher-coordinator obtains information for developing the training plan or memorandum, and from which the students get the information to develop their Training Record Forms.

Figure 3 contains a copy of the Training record Form. It may be noted that a student would list the tasks for each duty area contained an his/her training plan. A student who would be working in several duty areas would need to develop a sheet (list the tasks) for each duty area. The performance level evaluation could either be made by the teacher-coordinator in consultation with the training-sponsor and student or taken directly from the evaluation sheet exhibited in Figure 5. The blocks in the middle of the Training Record form represents 12 months starting with September through August. The number placed in each block would be obtained from the information recorded on the students' Weekly Task Activity Log contained in Figure 5 was designed to be attached to the regular evaluation form presently used in CVE. Only tasks that the student had performed during the grading period would be included on the form. Most teacher-coordinator's supported the process whereby the student would list tasks performed during the grading period on the form prior to the evaluation by the employer. All forms in the system are coordinator monitored.

INTEGRATING TRAINING PLANS AND TASK LISTS

TASK LIST SECURED
BY
TEACHER-COORDINATOR

PRELIMINARY
IDENTIFICATION OF
DUTY AREAS BY
TEACHER-COORDINATOR

DUTY AREAS
PRESENTED TO
TRAINING SPONSOR

DUTY AREAS
VERIFIED BY
TRAINING SPONSOR
(ADD OR DELETE)

DUTY AREAS
LISTED ON TRAINING
PLAN OR MEMORANDUM

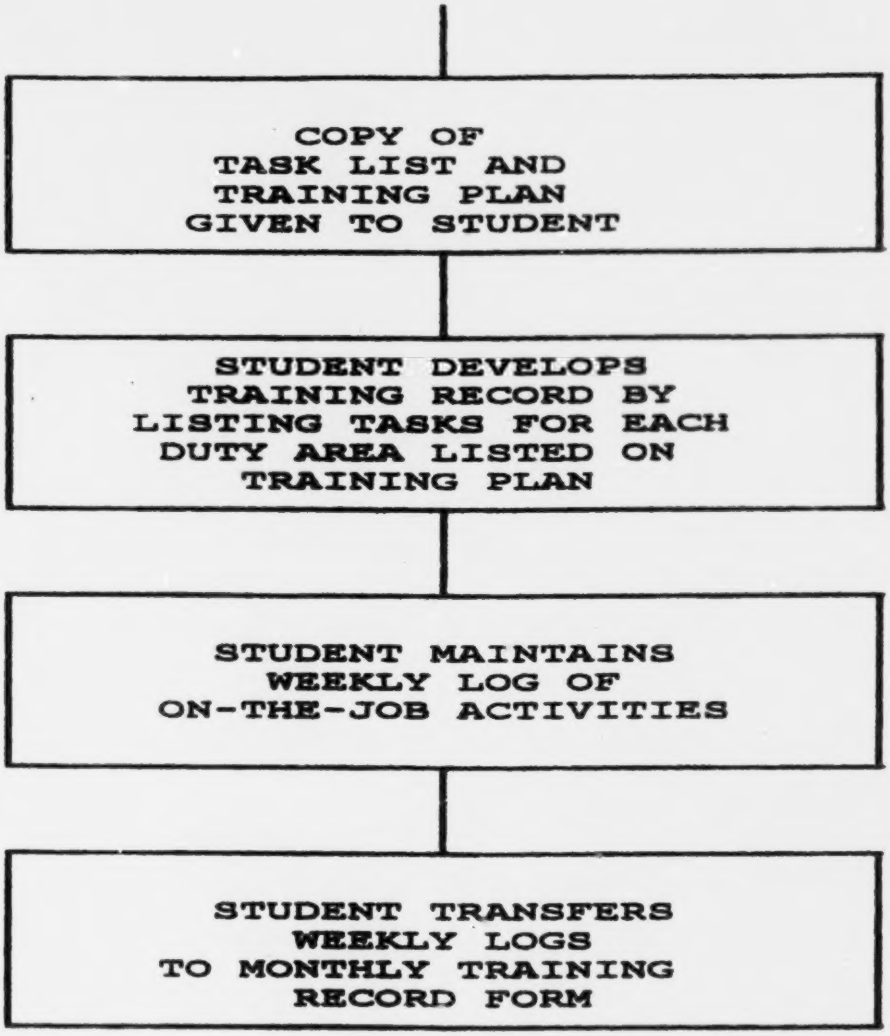

COPY OF
TASK LIST AND
TRAINING PLAN
GIVEN TO STUDENT
STUDENT DEVELOPS
TRAINING RECORD BY
LISTING TASKS FOR EACH
DUTY AREA LISTED ON
TRAINING PLAN
STUDENT MAINTAINS
WEEKLY LOG OF
ON-THE-JOB ACTIVITIES
STUDENT TRANSFERS
WEEKLY LOGS
TO MONTHLY TRAINING
RECORD FORM

Figure 1. CVE Task List Integration System

TRAINING RECORD

FOR

OCCUPATION

STUDENT

YEARS

Duty Area

	Monthly Hours Worked At Each Task												Performance Level*			
Tasks	S	O	N	D	J	F	M	A	M	J	J	A	1	2	3	4

* Scale: 1 - Unable to Perform Task, 2 - Performs Task Only Under Close Supervision,
3 - Performs Task With Minimal Supervision, 4 - Performs Task Expertly

Figure 3. Student Training Record Form

WEEKLY TASK/ACTIVITY LOG

______________________ STUDENT ______________________ OCCUPATION FROM ________ TO ________ DATES

DAY	TASKS/ACTIVITIES COMPLETED ON JOB	TIME ON ACTIVITY (Minutes)	TOTAL HOURS WORKED	CLASSROOM ASSIGNMENTS COMPLETED
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				
SATURDAY				
SUNDAY				

Did your classroom assignments relate to your job assignments? YES ____ NO ____

Job related problems that came up this week were:

____

____

Other Comments:

____

____

Figure 4. Weekly Task/Activity Log

EMPLOYER'S EVALUATION REPORT
OF
TASKS PERFORMED BY STUDENT

Directions: Please evaluate each task listed by placing an X under the 1-4 columns according to the key at the bottom.	EVALUATION			
DUTY AREAS AND TASKS	1	2	3	4
Duty Area:				
Tasks:				
Duty Area:				
Tasks:				
Duty Area:				
Tasks:				
Duty Area:				
Tasks:				

KEY: 1 - Unable to Perform Task; 2 - Performs Task Only Under Close Supervision;
3 - Performs Task With Some Supervision; 4 - Requires Minimal Supervision While Performing Task

Figure 5. Employer's Evaluation Report

APPENDIX G

I.M.C. REGION SUMMARY

REGION: 1

REGIONAL DELIVERY SYSTEM: NORTHERN KANE COUNTY REGIONAL VOCATIONAL SYSTEM

I.M.C.: MARY WATERS Mary Waters

DATE: JUNE 5, 1991

I. SYSTEM STATUS:

A. Number of Secondary Schools: 3 districts (St. Charles, Dundee, Elgin) (Some districts have multiple high schools)

B. AVC: St. Charles H.S. has an agreement with the Fox Valley Career Center (FVCC)

C. Community College: Elgin Community College (ECC)

D. **System Strengths:**

1. Tech Prep site for FY '91

E. **FY '91 Emphasis:**

1. Tech Prep implementation
2. Development of a regional food service course offering at St. Charles H.S.
3. Sponsored a seminar on "Integrating Academics and Vocational Education" featuring Dr. Gene Bottoms of the S.R.E.B.

F. **Special Activities During FY '91:**

1. Retreat for System administration and staff to focus on System Goals.
2. Staff development inservices from the CRP/IMC for work coordinators (Ethics and Problem Solving).

G. **System Plans for FY '91:**

1. Expand Tech Prep marketing to students and community.

I.M.C. REGION SUMMARY

REGION: 1

REGIONAL DELIVERY SYSTEM: THREE RIVERS EDUCATION FOR EMPLOYMENT SYSTEM (TREES)

I.M.C.: MARY WATERS Mary Waters

DATE: JUNE 4, 1991

I. SYSTEM STATUS

A. Number of Secondary Schools: 16

B. AVC's: Grundy Area Vocational Center (GAVC)
Will County Area Career Center (WILCO)

C. Community College: Joliet Junior College (JJC)

D. **System Strengths:**

1. Staff development continued to be a strong focus during FY '91.
2. TREES coordinated programs and staff development activities with ESC #10 and TREES educators served on the ESC Vocational Cadre team.
3. Three additional systemwide articulation agreements between secondary and junior college programs were written and include: secretarial, agribusiness and horticulture. The agreements were facilitated by the IMC.
4. Tech Prep grant for FY '91.

E. **FY '91 Emphasis:**

1. Staff Development included a seven part workshop series on "Integration of Academics and Vocational Education" for all system content area instructors, counselors and administrators. The series included critical thinking, problem solving and ethics.
2. Extensive work in marketing the Tech Prep grant to the Student Services Committee was undertaken.
3. The TREES schools implemented a major marketing campaign during FY '91 through VOPRO.

F. Special Activities During FY '91:

1. Representation from TREES on the ESC #10 Vocational Cadre Team.
2. The ESC #10 Vocational Cadre and TREES sponsored three sequential CAD/CAM workshops for TREES educators. The workshops were on-site at Aidex Corporation, Morris and featured fashion design and landscape design software.

3. The TREES Student Services Committee sponsored a one day seminar for area educators in grief counseling. The luncheon speaker (IMC) presented an overview of "Tech Prep and the School Counselor."

G. System Plans for FY '92:

1. Implementation of the Tech Prep grant for TREES students.
2. Continue systemwide articulation with three additional program agreements.
3. Collaboration with the Will County Private Industry Council and the Three Rivers Manufacturing Consortium to provide instructor and student updating, mentoring, and field sites.

I.M.C. REGION SUMMARY

REGION: 1

REGIONAL DELIVERY SYSTEM: VALLEY EDUCATION FOR EMPLOYMENT SYSTEM (VALEES)

I.M.C.: MARY WATERS MWaters

DATE: JUNE 4, 1991

I. SYSTEM STATUS:

A. Number of Secondary Schools: 20

B. AVC's: Indian Valley Vocational Center (IVCC)
Fox Valley Career Center (FVCC)

C. Community College: Waubonsee Community College (WCC)

1. IVVC & FVCC have other program level agreements with Elgin Community College (IVVC) and Kishwaukee Community College (FVCC)

D. **System Strengths:**

1. Very active Student Services Committee. This year they inserviced other systems in "Grief Counseling."
2. Very active program committees composed of content teachers at secondary and post-secondary. Several workshops in Integration and Tech Prep were offered to VALEES program committees.
3. Teacher representation from VALEES on the ESC #10 Vocational Cadre Team.

E. **FY '91 EMPHASIS:**

1. Program level committee integration of employability skills and integrative curriculum into content area task lists (such as, Applied Math, Applied Communications, and Principles of Technology).

F. **Special Activities During FY '91:**

1. Sponsored an "Integration Conference" featuring Dr. Franzie Loepp.
2. In-serviced Coop/Special Needs Committees with Ethics Workshops.
3. Collaboration with the Corridor Partnership and IMSA in curriculum development.
4. Development of a "cross" system (VALEES and Northern Kane) course offering in Food Service to be housed at St. Charles High School.
5. A systemwide Principles of Technology Course offered on-site at Waste Management Corporation, Batavia for VALEES students has been operating successfully this year.

G. **System Plans for FY '92:**

1. Plans are underway for an "Ethics Conference" sponsored by the cooperative work training and special needs coordinators for VALEES students.
2. Submission of a Tech Prep proposal by the system.
3. Implementation of an integrated course offered to all ninth graders at Oswego High School entitled "Tech Times." The course will emphasize use of technology, critical thinking and problem solving. This will replace the orientation courses to vocational education.
4. Mini-grant process for Integration Activities in system schools.

I.M.C. REGION SUMMARY

REGION: 1

REGIONAL DELIVERY SYSTEM: MCHENRY COUNTY COOPERATIVE FOR EMPLOYMENT EDUCATION (MCCEE)

I.M.C.: MARY WATERS

DATE: JUNE 5, 1991

I. SYSTEM STATUS:

A. Number of Secondary Schools: 10 districts (2 districts have multiple high schools: Crystal Lake {3} and McHenry {2})

B. AVC: Lake County Area Vocational Center (LCAVC)

C. Community College: McHenry County College (MCC)

D. **System Strengths:**

1. Close collaboration exists between the McHenry County Industrial Chamber of Commerce and MCCEE. This link provides a vital labor market "pulse point" for the system.
2. The MCCEE Professional Advisory Council (PAC) continues to be a very strong entity. Representation from all sites sit on this committee to determine, among other things, staff and curriculum development for MCCEE educators.
3. The Student Services Committee received two inservice workshops from the CRP/IMC: 1) Applied Academics 2) Integration Strategies.

E. **FY '91 Emphasis:**

1. Implementation of staff development on a systemwide rather than a site basis.
2. On-site early registration of MCCEE students during April and May by MCC counseling staff.

F. **Special Activities during FY '91:**

1. The first ever systemwide staff development workshop was held in April. The "Math Concepts Workshop" involved MCCEE administrators, counselors, academic and vocational instructors.
2. The Marengo H.S. "Senior Services" seminar featured several "employability skills" software programs and community involvement recommended by the IMC.
3. Purchase of the Applied Mathematics series from the Center for Occupational Research and Development for "check out" by MCCEE educators at the system office.
4. Graduation of the first MCCEE Electronics Program students trained at MCC.

G. **System Plans for FY '91:**

1. "Math Concepts Workshop II" for system educators is planned utilizing the Applied Math series.
2. Submission of a Tech Prep proposal was made by MCCEE and MCC.

I.M.C. REGION SUMMARY

REGION: 1

REGIONAL DELIVERY SYSTEM: KANKAKEE AREA EDUCATION FOR EMPLOYMENT SYSTEM (KARVES)

I.M.C.: MARY WATERS

DATE: JUNE 5, 1991

I. SYSTEM STATUS:

A. Number of Secondary Schools: 10 districts

B. AVC: Kankakee Area Career Center (KACC)

C. Community College: Kankakee Community College (KCC)

D. **System Strengths:**

1. Curriculum Committee is addressing revitalization of the vocational curriculums and now has a delivery/checkout system in place for educators to access materials.
2. An integration coordinator has been designated for the system. (IMC has been the resource person for the coordinator.)
3. Very active system advisory committee is in place. One member of the committee was the runner-up at the "Salute" to Vocational Education Volunteers.

E. **FY '91 Emphasis:**

1. The curriculum loan library housed at KACC for KARVES instructors has been operating for 18 months.
2. Fashion Merchandising is adding CAD programs to its curriculum. The instructor participated in the three TREES "Tour of Technology" CAD/CAM seminars.
3. Marketing of KARVES course offerings continues to be an emphasis of the system.
4. The system Advisory Committee is making marketing of KARVES programs to area business and industry a priority.
5. The implementation of the computerized Cosmetology Laboratory at KACC integrates high technology from the reception area to the laboratory.
6. The Student Services Committee offered an Integration Workshop for KARVES personnel (including KCC), counselors, JTPA staff, and consumer and homemaking grant staff.

F. **Special Activities Planned for FY '92:**

1. Content articulation committees meet on a regular schedule and include secondary and post-secondary instructors.
2. Re-submission of a "Tech-Prep" proposal for the KARVES.
3. Integration and utilization of the KARVES cosmetology program into and by the community.
4. Integration and Tech Prep workshops for KARVES educators.

I.M.C. REGION SUMMARY

REGION: 1

REGIONAL DELIVERY SYSTEM: DUPAGE AREA OCCUPATIONAL EDUCATION SYSTEM (DAOES)

I.M.C.: MARY WATERS

DATE: JUNE 6, 1991

I. SYSTEM STATUS:

A. Number of Secondary Schools: 25 sites/15 districts

B. AVC: DuPage Area Vocational Education Authority (DAVEA)

C. Community College: College of DuPage (COD)

D. **System Strengths:**
   1. Technology Chairs quarterly meetings spawned a systemwide "Technology Expo" with a student competition in these areas: drawing and design in three divisions; graphic arts; and, woodworking.
   2. Exellent marketing tools have long been utilized by the DAVEA Center. This year DAOES adopted the VOPRO marketing program for system marketing efforts.
   3. Home Economics Chairs quarterly meetings were initiated this year.
   4. The Technology Chairs received a Tech Prep awareness workshop this year.

E. **FY '91 Emphasis:**

   1. DAOES staff development activities, coordinated through Marsha Kaczmarek, initiated a regional staff development agenda which includes: the staff at COD; the county institute day program; and, a systemwide needs assessment of long and short term professional development activities.

F. **Special Activities During FY '91:**

   1. Technology Career Fair
   2. Stronger collaboration with COD in the area of grants, such as the Tech Prep Proposal.

G. **System Plans for FY '92:**

1. The Technology and Home Economics Chairs quarterly meeting concept will be expanded to another occupational area.

IMC REGION SUMMARY

REGION: II
IMC NAME: Judy Warthen
REGIONAL DELIVERY SYSTEM NAME: Tri-County Regional Vocational System, TCRVS

Tri-County Regional Vocational System consists of seven school districts with the office located at United Township High School in East Moline. Karen Johnson is half time system director and half time AVC director.

The Tri-County and Quad Cities Systems are separate systems which function as one system, but are funded separately.

The Tri-County/Quad Cities project is developing a comprehensive model for tech prep which will be applicable to the development of programs in all occupational areas. Private sector representation has been instrumental in the identification of competencies which will be needed by all students who complete tech prep programs. In addition, the private sector representatives are working with academic and vocational teachers at each of the four pilot sites to identify competencies for specific programs.

The integration activities were extensive for Tri-County and Quad Cities Systems. I completed several workshops on integration of academic and vocational education.

Tri-County and Quad Cities Systems are working very closely with Black Hawk College on their tech prep grant.

Karen Johnson and Mike Hanlin have been very supportive of the Curriculum Revitalization Project. I have completed several workshops for both Systems this year. I have enjoyed working with Karen Johnson and Mike Hanlin.

IMC REGION SUMMARY

REGION: II
IMC NAME: Judy Warthen
REGIONAL DELIVERY SYSTEM NAME: Quad City Regional
Vocational System, QCRVS

The Quad City Regional Vocational System consists of twelve school districts with the office located at United Township High School in East Moline. Mike Hanlin is half time system director and half time AVC director.

The Tri-County and Quad Cities Systems are separate systems which function as one system, but are funded separately.

The Tri-County/Quad Cities project is developing a comprehensive model for tech prep which will be applicable to the development of programs in all occupational areas. Private sector representation has been instrumental in the identification of competencies which will be needed by all students who complete tech prep programs. In addition, the private sector representatives are working with academic and vocational teachers at each of the four pilot sites to identify competencies for specific programs.

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Karen Johnson and Mike Hanlin have been very supportive of the Curriculum Revitalization Project. I have completed several workshops for both Systems this year. I have enjoyed working with Karen Johnson and Mike Hanlin.

IMC REGION SUMMARY

REGION: II
IMC NAME: Judy Warthen
REGIONAL DELIVERY SYSTEM NAME: Starved Rock Association for Vocational and Technical Education, SRAVTE.

Starved Rock Association for Vocational and Technical Education consists of twenty school districts. The system office is housed at the AVC in Peru. Richard Graff is the system director.

The integration activities for FY91 were extensive for SRAVTE. I completed ten workshops on integration of academic and vocational education. All vocational teachers were inserviced at least once and these workshops also included counselors and academic teachers when possible.

The SRAVTE Board of Control also indicated a need to have building principals and guidance counselors made aware of the integration concept. I also presented the workshop for this group of educators.

SRAVTE is working very closely with Illinois Valley Community College and their tech prep grant. I have presented several workshops for the tech prep teams through Illinois Valley Community College. IVCC and SRAVTE have applied for another tech prep grant for FY92.

Richard Graff has been very supportive of the Curriculum Revitalization. I have enjoyed working with Mr. Graff and the SRAVTE staff.

IMC REGION SUMMARY

REGION: II
IMC NAME: Judy Warthen
REGIONAL DELIVERY SYSTEM NAME: Stephenson Area Vocational Technical Education System, SAVTES.

Stephenson Area Vocational Technical Education System consists of five school districts with Freeport being the largest. The system is housed in the old AVC on Highlands Campus. Bob Grisolano is the system director.

I was asked to participate in the Freeport inservice and I presented integration materials to their academic and vocational teachers.

I also provided an integration workshop for several of the smaller schools within the region. The awareness level of integration was the focus this year.

There future plans for FY92 include incorporating units of Applied Math and Applied Communications into their classrooms.

I have been the recording secretary for the system directors this past year and Bob Grisolano has helped me with this job. Mr. Grisolano has been very supportive of the Curriculum Revitalization Project and I have enjoyed working with him and the SAVTES staff.

IMC REGION SUMMARY

REGION: II
IMC NAME: Judy Warthen
REGIONAL DELIVERY SYSTEM NAME: Career Education Associates of North Central Illinois, CEANCI.

Career Education Associates of North Central Illinois consists of sixteen school districts with Rockford being the largest. Julie Nichols is the system director.

The integration activities for FY91 were very comprehensive for CEANCI. I agreed to be a presenter for integration through a Northern Illinois University course which is being offered for the tech prep core group. This course is taught at the technology center at Rock Valley College. The participants are a broad mix of academic and vocational teachers as well as guidance counselors from the CEANCI Region. The tech prep grant has a major concern regarding manufacturing, for this reason, several field trips to local industries were given. Before my presentation to the tech prep team, the participants received presentations regarding tech prep and team building. My presentation on integration seems to be right on target for this group.

The RVC/CEANCI tech prep grant recognizes that staff are the most important component for any change to occur in the classroom and it will not occur in departmental isolation.

Julie Nichols has worked very closely with me this past year. She is the System Director chairperson for Region II and I have been the secretary. Julie Nichols has been a very strong supporter of the Curriculum Revitalization Project and I have enjoyed working with her.

IMC REGION SUMMARY

REGION: II
IMC NAME: Judy Warthen
REGIONAL DELIVERY SYSTEM NAME: Whiteside Regional Vocational System, WRVS.

Whiteside Regional Vocational Delivery System consists of twenty-one school districts with the system office located at the Whiteside AVC in Sterling. Bob Barrragree is the system director.

The integration activities for FY91 were conducted for specific vocational and academic areas. An all day inservice was conducted at the Whiteside Area Vocational Center. I presented integration of academic and vocational education. Teachers were present from math, english, industrial arts, and counseling areas. Along with the teachers, participants from business and industry were present. This was a great beginning of academic and vocational staff coming together to find new ways to help students realize the importance of all subject areas and how they relate to employment opportunities. Eight high schools were included in this meeting along with Sauk Valley Community College. Tours of two major businesses in the area, National Manufacturing and Wahl Clipper Corporation, were also offered to the participants of the integration workshop.

Sauk Valley Community College is applying for a tech prep grant that would fit right in with the integration effort of the Whiteside Regional Vocational System. I have enjoyed working with Bob Barragree and the staff at Whiteside Regional Vocational System.

IMC REGION SUMMARY

REGION: II
IMC NAME: Judy Warthen
REGIONAL DELIVERY SYSTEM NAME: Central Illinois Vocational Education Co-Op. CIVEC.

Central Illinois Vocational Education Co-op consists of nine school districts with Metamora Township High School being the largest. Ivan Jern is the system director, he is also the vocational director at Metamora Township High School.

The integration activities for FY91 have been at the awareness level. CIVEC is in the Illinois Community College district and they have been looking at articulation in several areas. Illinois Community College has a tech prep grant and is planning on submitting another grant for FY92.

The CIVEC system also conducted an awareness workshop on integration for their Board of Control. I presented a workshop for this group on integration and also the concept of tech prep and how it fits into their programs at their specific schools.

Ivan Jern has been most supportive of the Curriculum Revitalization Project. I have enjoyed working with Mr. Jern and the CIVEC staff.

IMC REGIONAL SUMMARY

REGION: II
IMC NAME: Judy Warthen
REGIONAL DELIVERY SYSTEM NAME: Eagle Ridge Vocational Delivery System.

John Lang is the ESR and system director. Sue Appel and Gordon Appel are contracted to do the system work.

Eagle Ridge Vocational Delivery System consists of several schools and one area vocational center, Eagle Ridge Area Vocational System.

The integration activities for FY91 include an emphasis on the applied learning activities in academic courses. I have had requests from Sue and Gordon Appel for materials that can be used for infusing applied learning in the classroom. They are considering the Applied Math and Applied Communications modules.

IMC REGION SUMMARY

REGION: II
IMC NAME: Judy Warthen
REGIONAL DELIVERY SYSTEM NAME: Kishwaukee Education Consortium, KEC.

Kishwaukee Education Consortium consists of four school districts with DeKalb being the largest. The system office is housed in the Administrative Building in DeKalb. John Cassani is the system director.

The KEC has several articulated programs with Kishwaukee Community College. Several of the classes for KEC are located right on the campus of Kishwaukee Community College and are taught by the Community College staff.

Kishwaukee Education Consortium and Kishwaukee Community College did not have a tech prep grant during FY91. They will be applying for a grant in FY92.

John Cassani has been a strong supporter of the Curriculum Revitalization Project. I have worked with him on the articulation agreements between KEC and KCC.

I.M.C. REGION REPORT

REGION: III
I.M.C.: DONNA LUALLEN
SYSTEM: DELABAR VOCATIONAL EDUCATION SYSTEM
SYSTEM DIRECTOR: RON BAUGHER

I. SYSTEM STATUS:

A. Counties: Henderson, Warren, Knox, Henry, Fulton
B. Number of secondary schools: 13
C. Area Vocational Center: 1
D. Number of vocational educators: 64
E. Community Colleges: Carl Sandburg College, Blackhawk Colleges
F. System Director: Ron Baugher was hired to replace Paul Meyer

II. SYSTEM STRENGTHS:

A. Excellent cooperation from the Board of Control, Student Services Committee, and vocational teachers
B. The Board of Control, Student Services Committee, and vocational teachers have assisted the system in promoting, establishing, and improving vocational education

III. FY91 SYSTEM EMPHASIS:

A. Understanding and writing of the new Carl Perkins Act
B. Writing of the application process for the Carl Perkins

IV. FY91 SPECIAL ACTIVITIES:

A. Illinois Plan for vocational education-workshops
B. Summer workshops on using computers

V. SYSTEM PLANS FOR FY92

A. Implementation of listed projects from the Carl Perkins application
B. Program committees in the targeted vocational programs to review and update curriculum for academic and vocational competency

C. Considering hiring a Special Populations Coordinator to assist with activities of the plan
D. The Student Services Committee will be charged with the project of establishing some type of regional transition guide and/or job bank to assist students with placement

I.M.C. REGION REPORT

REGION: III
I.M.C.: DONNA LUALLEN
SYSTEM: FULTON COUNTY AREA VOCATIONAL SYSTEM
SYSTEM DIRECTOR: THOMAS MURPHY

I. SYSTEM STATUS:

A. Counties: Knox, Fulton
B. Number of secondary schools: 6
C. Number of vocational educators: 43
D. Community Colleges: Spoon River College
E. System Director: Thomas Murphy-resigned/Emily Russell was hired for FY92

II. SYSTEM STRENGTHS:

A. Applied Math programs
B. Command close relationship within vocational programs and the real world
C. Working relationship good among vocational teachers

III. FY91 SYSTEM EMPHASIS:

A. Integration-Applied Math-4 schools

IV. FY91 SPECIAL ACTIVITIES:

A. Articulation and Integration meetings
B. Visitation of one district school each month & Spoon River College
C. Discussion of programs and concerns within vocational education

V. SYSTEM PLANS FOR FY92

A. Continuation of Integration process
B. Articulation
C. Tech Prep grant with Carl Sandburg College, Fulton County, LaMoine Valley Vocational System, Spoon River

I.M.C. REGION REPORT

REGION: III
I.M.C.: DONNA LUALLEN
SYSTEM: LAMOINE VALLEY VOCATIONAL SYSTEM
SYSTEM DIRECTOR: JOYCE TAYLOR

I. SYSTEM STATUS:

A. Counties: Hancock, McDonough, Warren
B. Number of secondary schools: 12
C. Number of vocational educators: 63
D. Community Colleges: Spoon River College & Carl Sandburg College

II. SYSTEM STRENGTHS:

A. Good cooperation between school districts
B. Districts supportive of regional vocational efforts
C. Good vocational staff

III. FY91 SYSTEM EMPHASIS:

A. Public Relations
B. Introduction & awareness of Integration
C. Program improvement
D. Non-traditional careers

IV. FY91 SPECIAL ACTIVITIES:

A. Strategic planning by John Washburn-combination of nominal & focus group
B. Career Fair
C. Believe It-Achieve It Workshops through J.T.P.A. grant
D. Tech Prep grant was written between 3 E.F.E.'s and 2 community colleges modeled after the Virginia Tech Prep Model

V. SYSTEM PLANS FOR FY92

A. Integration in-services
B. Public relations more with business & industry
C. Focus group techniques with instructors on integration

D. Single Parent Program
E. Building Fairness Program
F. Program sites for the Carl Perkins-LaMoine Valley Regional Program is the targeted site-LaMoine Valley is a satellite A.V.C.

I.M.C. REGION REPORT

REGION: III
I.M.C.: DONNA LUALLEN
SYSTEM: LINCOLNLAND REGIONAL DELIVERY SYSTEM
SYSTEM DIRECTOR: ROBERT DORCH

I. SYSTEM STATUS:

A. Counties: Logan, Mason, Menard, Sangamon
B. Number of secondary schools: 9
C. Area Vocational Center: 1
D. Number of vocational educators: 55
E. Community Colleges: Lincolnland Community College, Heartland Community College, Spoon River College

II. SYSTEM STRENGTHS:

A. Vocational staff has good cooperation, communication, & the willingness to work together and trust each other
B. Six of the nine school districts feed into the A.V.C.
C. Comprehensive offerings in most vocational areas
D. System goal is to benefit the students
E. Adult education programs-200/250 adults per year

III. FY91 SYSTEM EMPHASIS:

A. Addition of computer aided instruction
B. Microsoft Works, Word Perfect, & Lotus software utilized
C. Staff development in computer areas
D. Computer lab updated-IBM computers
E. Lincoln High School offers a required 9 week course on employability skills

IV. FY91 SPECIAL ACTIVITIES:

A. Industrial Tech programs-drawing & bridge building contest

V. SYSTEM PLANS FOR FY92

A. Implementation of the new plans for the Carl Perkins
B. Tech Prep grant with Heartland Community College
C. Tech Prep grant with Lincolnland Community College

D. Computer aided instruction with the basics
E. Integration of vocational & academics

I.M.C. REGION REPORT

REGION: III
I.M.C.: DONNA LUALLEN
SYSTEM: SANGAMON AREA VOCATIONAL EDUCATION REGION
SYSTEM DIRECTOR: JERRY SCRANTON

I. SYSTEM STATUS:

A. Counties: Sangamon, Cass, Christian, Menard, Macoupin, Morgan
B. Number of secondary schools: 16
C. Area Vocational Center: 1
D. Number of vocational educators: 131
E. Community Colleges: Lincolnland Community College

II. SYSTEM STRENGTHS:

A. Teacher communication-working together on curriculum
B. I.S.U. Workshops-IL Plan-Industrial Tech
C. Moneys go into the classroom
D. Counselors and career awareness
E. Finances to send teachers to workshops

III. FY91 SYSTEM EMPHASIS:

A. Curriculum improvement in vocational education
B. Changing of teacher attitudes
C. Integration of vocational and academic

IV. FY91 SPECIAL ACTIVITIES:

A. Gene Bottoms-Integration Workshop
B. Dr. Pedrotti-Applied Math
C. Integration Conference-Bloomington
D. Purchased $3000 equipment for Industrial Tech
E. $2000 QAP for library resources

V. SYSTEM PLANS FOR FY92

A. Building maintenance assistance programs for special populations
B. Three pilot sites for applied math-integration

C. Trip to one of Gene Bottoms' schools working with integration
D. Providing more teacher aides and tutors in targeted programs
E. Long-range planning by Board of Control

I.M.C. REGION REPORT

REGION: III
I.M.C.: DONNA LUALLEN
SYSTEM: TAZEWELL COUNTY/AREA EDUCATION FOR EMPLOYMENT REGIONAL DELIVERY SYSTEM
SYSTEM DIRECTOR: STEVE GRAHAM

I. SYSTEM STATUS:

A. Counties: Tazewell, Peoria, Mason
B. Number of secondary schools: 10
C. Area Vocational Center: 1
D. Number of vocational educators: 125
E. Community Colleges: Illinois Central Community College

II. SYSTEM STRENGTHS:

A. Board of Control commitment to vocational education
B. Good vocational teachers and staff

III. FY91 SYSTEM EMPHASIS:

A. Applied Academics-Applied Math & Applied Communications was tested in every school in the system
B. Board of Control development of long-range planning
C. Meeting the requirements of Federal legislation and development of new plans
D. Tech Prep in coordination with I.C.C., P.E.R.F.E.C.T., and C.I.V.E.C.
E. Advisory Committees and development of employability skills needed in the geographical area

IV. FY91 SPECIAL ACTIVITIES:

A. Applied Academic Workshops-Sandy Mercer with Applied Communications & Dr. Leon Pedrotti with Applied Math
B. Integration Workshops
C. Computer Workshops

V. SYSTEM PLANS FOR FY92

A. Three schools adopting Applied Math & Applied Communications

B. Targeting of programs, assessing of programs
C. Staff development workshops for targeted programs-food service, drafting, manufacturing, and information processing

I.M.C. REGION REPORT

REGION: III
I.M.C.: DONNA LUALLEN
SYSTEM: TWO RIVERS VOCATIONAL EDUCATION SYSTEM
SYSTEM DIRECTOR: MARVIN LOSEY

I. SYSTEM STATUS:

A. Counties: Brown, Cass, Morgan, Schuyler, Scott
B. Number of secondary schools: 10
C. Number of vocational educators: 60
D. Community Colleges: Lincolnland Community College, John Wood Community College, Spoon River College

II. SYSTEM STRENGTHS:

A. Strong skills and academic programs
B. Staff cooperation
C. Stable employment
D. Graduation percentage=81.45%
E. Employers satisfaction with vocational skills provided

III. FY91 SYSTEM EMPHASIS:

A. Introduction and awareness of Integration
B. Curriculum alignment with task lists

IV. FY91 SPECIAL ACTIVITIES:

A. Traveling Career Display purchased
B. Strategic planning/2 day in-service for Board of Control
C. Vocational enrollments have remained stable or increased
D. Assessments through special needs coordinator

V. SYSTEM PLANS FOR FY92

A. Integration with math
B. Targeting with emphasis to business & industry
C. Targeted programs-secretarial, accounting/bookkeeping, construction, transportation, manufacturing, drafting
D. Involved with Lincolnland Tech Prep grant

I.M.C. REGION REPORT

REGION: III
I.M.C.: DONNA LUALLEN
SYSTEM: WEST CENTRAL REGION EDUCATION FOR EMPLOYMENT
SYSTEM DIRECTOR: GENE WILLIMANN

I. SYSTEM STATUS:

A. Counties: Adams, Pike, Hancock
B. Number of secondary schools: 11
C. Area Vocational Center: 1
D. Number of vocational educators: 70
E. Community Colleges: John Wood Community College

II. SYSTEM STRENGTHS:

A. Shared training program
B. Enrollment increase in vocational education
C. Good rapport with business & industry
D. Applied Math, Applied Communications, & Principals of Technology accepted as credit

III. FY91 SYSTEM EMPHASIS:

A. Marketing program with Channel 10-development of commercial/advertisements of A.V.C. and programs
B. Tech Prep coordination with John Wood Community College

IV. FY91 SPECIAL ACTIVITIES:

A. Tech Prep awareness-alignment of classes
B. C.A.D. program articulation to John Wood

V. SYSTEM PLANS FOR FY92

A. Performance standards
B. Assignment of targeted areas for the Carl Perkins
C. Integration of vocational and academics

I.M.C. REGION REPORT

REGION: III
I.M.C.: DONNA LUALLEN
SYSTEM: PEORIA EDUCATIONAL REGION FOR EMPLOYMENT AND CAREER TRAINING
SYSTEM DIRECTOR: HELENE PETERSON

I. SYSTEM STATUS:

A. Counties: Peoria
B. Number of secondary schools: 10
C. Number of vocational educators: 73
D. Community Colleges: Illinois Central Community College

II. SYSTEM STRENGTHS:

A. Board of Control-designees not only superintendents but also vocational directors, deans, & teachers
B. Great cooperation and participation between the teachers and the administrators

III. FY91 SYSTEM EMPHASIS:

A. Integration awareness
B. Tech Prep awareness
C. Applied Math in several pilot sites
D. Applied Communications in several pilot sites

IV. FY91 SPECIAL ACTIVITIES:

A. Dr. Leon Pedrotti-Applied Math in-service
B. Applied communications in-service
C. Integration Workshop by I.M.C.'s
D. I.C.C. Career Day

V. SYSTEM PLANS FOR FY92

A. Tech Prep in two sites
B. Assigned Academic/Vocational Team-consisting of an English teacher, math teacher, science teacher, vocational teacher, & a counselor

C. Monthly team meetings on different areas of integration
D. Get counselors more involved in business & industry
E. Special populations projects
F. Continuation of teacher's aides
G. Continue building the instructional materials library
H. Preparing a transition booklet
I. Program improvement
J. Targeted areas-information processing, CAD/CAM
K. Purchase of equipment and instructional materials for targeted areas
L. Outreach and recruitment programs
M. Retaining of disabled students in vocational education

SYSTEM SUMMARIES

REGION IV

Iroquois Area Vocational Region EFE 370
System Director: Debbe Schultz
County: Iroquois

Debbe Schultz, System Director, is new this year and has had to spend a great deal of time learning her job and getting to know the people in the system and region.

We met October 10, 1990 in her office and at that time she gave me curriculum follow-up. Mike Bleich's secretary, Carol, continued in that position which has helped Debbe a great deal, because Carol knows the paperwork for the system and is very efficient.

Debbe has to learn some of the political unwritten rules, but she is very interested in maintaining the system and building the vocational programs. She has investigated the possibility of putting vocational orientation into the junior high level curriculum. This is one of the research requests she made through this office. If she can get the cooperation from the system it should create some positive results for the Capstone Courses.

January 23 and 30, as a part of system inservices, I presented, "Marketing Vocational Education on a Budget". I was able to make contact with all system people during lunch both times. Because Mike Bleich had the software inservices last year the instructors felt comfortable in asking for assistance and during the inservices did not hesitate to participate. They have the common concern about enrollment numbers, but for the most part are very positive and not opposed to change.

There is good rapport between the system teaching staff and Debbe. Debbe wants to build esteem in the group and has begun a Friday bulletin from her office that is distributed weekly.

Eastern Illinois Regional Delivery System - EFE 340
System Director: Susan Hanfland
Counties: Clark, Coles, Cumberland, Edgar, Moultrie, Shelby

Last year I worked with this system more than this year, because the Home Economics Conference was at Lake Land College; however, since I met with this group of teachers last year during a system institute they knew of my services and have sent a steady flow of curriculum requests.

The business education teachers on the Conference Committee gave good input into the program suggestions and were very positive.

Since Susan is chairman of the system director's council and I am secretary we have a great deal of contact about the monthly meetings. During those times we keep in touch about her needs for the system.

One of the best student services meetings that I attended this year was in this system. We spent one day visiting local employers seeing their facilities and hearing their training needs.

This spring we had a software inservice at Shelbyville High School for the Home Economics teachers. It was well received.

Eastern has an outstanding Health program with Sarah Bush Hospital.

The system and the vocational director have worked to form a strong advisory council. They are working very hard to develop a tech prep program and want a grant next year.

Livingston Area Education for Employment
System Director: Daren Cox
Counties: Livingston, McLean

Daren Cox, System Director, is retiring this year. In his quiet way he has given strong leadership and has been a driving force in this system.

This system has a very strong health program that centers around a very hard working instructor. She has full classes when other locations cannot justify a program due to enrollment.

Daren is able to get materials and equipment from local industries. They have been able to tap into adult programs because there has not been a community college district here. This system is waiting for the change and is prepared.

An Applied Math inservice as given to the Math Cadre. The plan is to next integrate science and then communications the following year.

This system is away from the others in distance, but has excellent programs and instructors. It will be exciting to see how the new college district will fit in and grow.

The teachers from this system have participated in the health, home economics and business education regional conferences.

McLean-DeWitt Regional Vocational System -- 350
System Director: Robert Meeker
Counties: McLean, DeWitt, Woodford

This system is ahead of other systems in the region in integration activities. They are in their fourth year. Robert Meeker, System Director, has a very enthusiastic group of instructors.

Robert works very closely with Illinois State with the applied academic courses because they are so close in location.

Robert has asked me to meet with him during the integration conference at Bloomington with articulation and advisory committee materials to assist him in planning for the new community college that is now in the formative stages.

Robert asked that I meet with him to plan next year's activities, but I had to inform him that the project was being discontinued.

We worked together on the Business Education Conference and this system was one that was very positive about the conference this fall.

One of the very strong points of this system is the cooperation between the schools and business and industry.

The student services committee had an excellent presentation through Eastern Illinois University on the Dysfunctional Family and How it Affects Learning.

Heartland Region - EFE 390
System Director: Steve Poznic
Counties: Macon, Shelby, DeWitt, Sangamon

Steve Poznic has been very successful at pulling this system together. He has worked very hard at building stronger links between Richland College, the area Vocational Center and the area high schools.

I have worked with Steve in promoting tech prep and integration.

Inservice was presented on applied math to area vocational teachers with Joe Talkington and later I presented at the Area Vocational Center on both applied math and applied communication.

Donna Luallen and I presented at the Decatur conference which now encompasses an area of 5000 teachers. "More Than One Right Answer" and "Teach, Don't Preach" were the titles for problem solving and ethics. Two of the sessions were standing room only.

This system is very interested in a tech prep grant. I have met with both the industrial and the business department at Richland. The business department will be the first department to work on tech prep if approved this year.

This system is moving in a positive direction with Steve's leadership.

Vermilion Vocational Education Delivery System - EFE 400
System Director: Robert Weist
County: Vermilion

This system received a tech prep grant this year and is ready to move. Through foresight of the college a Workforce Challenge 2000 Council was formed. Before the movement for tech prep had begun the community had met and identified workforce needs. A very strong Economics Development program had been formed prior to this. A combination of these movements had also made it possible for the community college to receive a sizeable grant partnership from IBM.

The tech prep grant will begin in the manufacturing and business areas--the two will work together through computerized technology.

Sub committees have been formed from the large Workforce Challenge 2000 Council to work in advisory capacities.

Next fall there is to be a conference for all Vermilion teachers K-14 at the Convention Center. National speakers will be brought in for this. I am presently working with Jane Brown with this.

Jane has expressed her disappointment that the project is ending because we "have only just begun". I have given her assistance in research and curriculum.

A tax referendum has passed in Danville and I have worked with the curriculum director there. However, they need the inservice and new curriculum next year due to the funding schedule.

I have worked with Robert Weist, with curriculum. They were not ready for integration this year, but plan to begin this fall.

Bob took advantage of the IMC's during the county institute. The inservices were presented in the fall, but there is still a great deal of work yet to be done.

We had a very successful Home Economics Software at Westville High School.

Bob has said several times he needs me now because they weren't ready last year.

With the Workforce Challenge 2000 Council, the new industries and businesses moving in, it should be exciting times in this system. A weakness is that not all groups are working together at this time--when they do become a unit it should go much smoother.

Champaign/Ford Vocational System
System Director: Kay Smoot
Counties: Champaign, Ford

This system received a tech prep grant this year and a great deal of time and effort has been put into it. The first classes will begin next year at Parkland College and as they grow will be turned back to the high schools.

I have worked with the Champaign Centennial Integration Cadre and have attended meetings. An integration workshop was presented at the Champaign/Ford County Institute.

We had a marketing inservice for the vocational teachers. Carol Ambler, Don Smoot and I presented how each of our areas should be considered when marketing programs. Our evaluations were very good.

This system of Home Economics teachers attended the software inservice at Westville High School. There was a resource carousel provided for their program committee meeting earlier and they took advantage of the materials.

During an industrial program committee meeting I provided a resource carousel for this group. They expressed the same desire that Decatur did last year that when the dissemination workshops are over, they would like to meet as a region and network.

This is another system that was very positive about the Business Conference.

Although this is a highly academic area with the University of Illinois as a driving force the teachers are a dynamic, caring group.

IMC SUMMARY

REGION: V
IMC NAME: Tom Sweatman
REGIONAL DELIVERY SYSTEM NAME: East St. Louis 189/State Community College/Lovejoy

East St. Louis/State Community College/Lovejoy Regional System consists of four school districts with the system office located at 800 Madison Street, East St. Louis. Percy Murdock is the new system director.

There are program articulation agreements with State Community College. Percy Murdock works with Jerry Hoffee on articulation. They are revising the present agreements to assure smooth transitions. State Community College and East St. Louis/Lovejoy are anticipating new improved agreements for FY 91-92.

East St. Louis/State Community College/Lovejoy Regional System has a strong Board of Control and Administrative Agent.

This System has a strong student services program. Work from this group has improved career planning.

Through the Q.A.P. fund, several inservice workshops (Integration, Employability, Tech Prep) were provided for administrators, principals, academic, and vocational faculty. Utilization of our project was in the form of our workshops and school visitations.

East St. Louis/State Community College/Lovejoy are anticipating continued reviewing and revision of curriculum in FY 91-92. Some progress is being made to improve curriculum. Further activities are planned for the summer and fall of FY 91-92.

The Vocational System and State Community College are anticipating a Tech Prep Grant for FY 91-92.

IMC SUMMARY

REGION: V
IMC NAME: Tom Sweatman
REGIONAL DELIVERY SYSTEM NAME: Madison County Regional Vocational System

Madison County Regional Vocational System consists of 15 attendance centers with the office located at 201 Hillsboro Avenue, Edwardsville. Jim Evilsizer is the new system director.

There are several articulation agreements with Lewis and Clark Community College and Belleville College. This system encompasses two community college districts.

Madison County Regional System and St. Clair County Regional Systems have established a joint advisory council committee. This advisory committee is composed of Business/Industry representatives from Madison and St. Clair counties.

Program improvement for this system was curriculum development and staff development. This system received a JTPA grant for student tutors for FY 91-92.

Through Q.A.P. funds, several workshops were scheduled in curriculum development and staff development. Utilization of our project was in the form of workshops.

Madison County Regional System was included in the Lewis and Clark Tech Prep grant. Southwestern High School was targeted this year in the Planning grant. FY 91-92 J. B. Johnson Area Vocational Center, Roxanna High School, and Wood River High School will be target sites for the Tech Prep grant.

IMC SUMMARY

REGION: V
IMC NAME: Tom Sweatman
REGIONAL DELIVERY SYSTEM NAME: St. Clair County/Belleville Area College

St. Clair County/Belleville Area College Regional Vocational System consists of six school districts with the system office located at 500 Wilshire Drive, Belleville. Cheryl Hood is the new system director.

Program sites are located at individual schools. Some students attend classes at Collinsville Area Vocational Center.

St. Clair County/Belleville Area College have established several program articulation agreements. Curriculum has been aligned for secondary and post secondary programs. This system is anticipating completion of course outlines and course descriptions for FY 91-92.

Program improvement for this system included staff development and curriculum development. Utilization of our project was in the form of our workshops.

This system has an active student services committee. Work from this committee is in the form of career planning. This will help in creating greater opportunities for the students.

St. Clair County/Belleville Area College Regional Vocational System and Madison County Regional Vocational Delivery System have established a joint advisory council committee. This committee is composed of Business/Industry Representatives from the area. This will maximize effectiveness of community imput and resources for both systems.

Through Q.A.P. funds, several workshops were scheduled in curriculum and staff development. Utilization of our project was in the form of our workshops.

St. Clair County/Belleville Area College Regional Vocational Delivery System are anticipating receiving a Tech Prep Planning Grant for FY 91-92.

IMC SUMMARY

REGION: V
IMC NAME: Tom Sweatman
REGIONAL DELIVERY SYSTEM NAME: Bond, Fayette, Effingham Regional Delivery System

The Bond, Fayette, Effingham Regional Vocational System consists of eight school districts with the system office located at 1109 North 8th Street, Vandalia. Darrell Fesser is the System Director.

They have several program articulation agreements with Kaskaskia Community College. Bond, Fayette, Effingham Regional System is continuing to develop articulation agreements with Kaskaskia Community College, the most recent is Automotive Mechanics. The system now has a total of nine agreements.

The system has program sites located at several sites, with Okaw Vocational Center the primary provider.

Darrell Fesser meets with teachers in a role as program advisor. One of the major staff development activities was a series of integration workshops for administrators, principals, academic and vocational staff.

Darrell Fesser coordinated with all vocational teachers the development of course outlines for all vocational programs.

Through the Q.A.P. fund, several workshops were scheduled for teacher inservice. Utilization of our project was in the form of our workshops.

Bond, Fayette, Effingham Regional System/Kaskaskia Community College are anticipating a Tech Prep Grant for FY 91-92.

IMC SUMMARY

REGION: V
IMC NAME: Tom Sweatman
REGIONAL DELIVERY SYSTEM NAME: Illinois Valley Vocational Education System

Illinois Valley Regional Vocational System includes three counties and six school districts with the system office located at the Greene County Court House in Carrollton.

There are several program articulation agreements with Lewis and Clark Community College. Dr. Boyd and Tim VanHoueln work together on articulation. They are anticipating more program agreements.

The Illinois Valley Regional Vocational Delivery System has a very active student services program. Work from this group has improved the career planning for students.

The system has reviewed and revised all curriculum areas. Further planning activities are anticipated for FY 91-92.

Through Q.A.P. funding, several workshops and meetings were presented for teacher inservice. Utilization of our project was in the form of our workshops.

Illinois Valley Regional Vocational System has a Tech Prep Planning Grant with Lewis and Clark Community College. Calhoun, Jersey, and Southwestern High Schools have been actively involved with the Tech Prep Planning Grant. Greenfield High School will be added to the Tech Prep Grant for FY 91-92.

IMC SUMMARY

REGION: V
IMC NAME: Tom Sweatman
REGIONAL DELIVERY SYSTEM NAME: Christian/Montgomery Regional Vocational Education System

Christian/Montgomery Regional Vocational Education System consists of twelve school districts with the system office located at Hillsboro Court House Annex in Hillsboro. Jim Brubaker is the new system director.

This system's boundaries incorporate three community college districts: Richland Community College, Lake Land Community College, and Lincoln Land Community College. Lincoln Land Community College has the largest share of Christian/Montgomery student population. Jim Brubaker has developed a successful working relationship with Lincoln Land Community College. They are anticipating reviewing and revising articulation agreements for FY 91-92.

Program improvement for this system included reviewing and revising curriculum for all occupational areas. New course outlines and course descriptions were completed during FY 90-91. Several schools in the system have shown interest in the applied curriculum for FY 91-92.

This system has established a strong student services network. Work from this group will help create new occupational opportunities for students.

Jim Brubaker has established an excellent dialogue and working relationships with regional business/industry and Business/Industry Developmental Center. These representatives are anticipating regular meetings to advise the system.

Christian/Montgomery Regional System has participated with Lincoln Land in a planning initiative for Tech Prep.

IMC SUMMARY

REGION: V
IMC NAME: Tom Sweatman
REGIONAL DELIVERY SYSTEM NAME: Macoupin County Education for Employment Regional System

Macoupin County Education for Employment Regional System consists of six secondary school districts with the office located at 220 North Broad Street, Carlinville. Dr. Robert Chiti is the system director.

Program sites are located at individual schools. Some sharing is anticipated for FY 91-92.

The student services committee is active in this system. They meet regularly to develop a network to provide services for students system-wide.

Macoupin County Education for Employment System has reviewed and revised curriculum in all program areas. Curriculum has been aligned for secondary and post secondary programs. This system is anticipating completion of course outline and course descriptions.

There are several program articulation agreements with Lewis and Clark Community College. They are anticipating continued revision and expansion of these articulation agreements.

Through Q.A.P. funds, this system provided several workshops for teacher inservice. Utilization of our project was in the form of workshops.

Macoupin County Education for Employment Regional System has established interest in applied academics curriculum at several sites in the system, and is anticipating further activities in FY 91-92.

Annual Review
of
Education For Employment
Regional Delivery System
Region Six

May 17, 1991

Brenda Yates
Curriculum Revitalization Project
Instructional Materials Coordinator

I. Clay, Jasper, Richland, North Wayne Regional Delivery System

Mary Beth Stine, Eula Adams-Regional System Directors

Clay-Jasper-Richland-North Wayne Regional Delivery System continues to effectively use co-system directors to serve the region. The cooperation and division of tasks appears to work very well within this region.

During this fiscal year efforts to better articulate programs with the Illinois Eastern Community College system have been accelerated by the funding of the initial year of the IECC Tech Prep Grant in the Manufacturing area. A Tech Prep team consisting of Vocational and Academic teachers and a guidance counselor from North Wayne County Community Unit schools in Cisne participated as one of three pilot secondary schools within the IECC district.

Teachers continue to have input into staff development, equipment, and curriculum planning through program group meetings to compose the annual Program Development Plan revision content.

The System Directors are willing to use the services of the CRP and have scheduled presentations as well as requesting curriculum material assistance for system teachers and staff.

II. Edwards, White, Wayne, Wabash Regional Delivery System

Jim Taylor continues to provide leadership as System Director of this four county system.

With the Board of Control decision to combine all teachers in the two yearly teacher in-service days Vocational programming on these occasions has been discontinued. In-service activities in combination with Illinois Eastern Community College Tech Prep grant have included an Integration of Academics and Vocational Education workshop/presentation with the Tech Prep team members from the three pilot schools. The pilot school in this regional delivery system is Mt. Carmel High School.

Integration presentations were also made by the IMC for the system Board of Control and on another occasion for the principals of schools within the system. Applied Academics materials have been purchased by the system to be made available to teachers during the 1991-92 school year.

Articulation efforts continue with Southeastern Illinois Community College as well. Although SICC did not receive a Tech Prep grant for this year, there has been a proposal submitted for the coming year.

Edwards, White, Wayne, and Wabash Counties Regional Delivery System is very involved with other grants and student oriented programs. A good working relationship with Special Needs Coordinator, Sandy Barbre and Building Opportunities Specialist, Judy Brewster allow for extending the services of the system to more effectively meet system needs.

III. Five Counties Regional Delivery System

Curt Miller continues to have a clear understanding of the needs of his region and an outstanding working relationship with his board of control.

Five Counties Regional System has worked to articulate programs with the Shawnee Community College at Ullin, IL.

This year an Integration workshop was held at the Shawnee College for Vocational and Academics teachers representing schools within the system using SIU consultant Marcia-Anderson Yates and Region 6 IMC.

IV. Franklin County Regional Vocational System

Transition to a new part time directorship have been accomplished. New director, Joe Wilkerson has assumed the duties of the position with insights stemming from a long tenure as superintendent in one of the system high schools. Harold Hood continues to assist in an advisory capacity.

Franklin County has continued to work with John A. Logan Community College, Williamson County Regional Delivery System and Jackson-Perry County Regional Delivery System on a joint Advisory Committee System, articulation, and for a second year joint "Career Day" activities.

Integration of Academics and Vocational Education workshop was held for a combination of Academic and Vocational teachers as an introductory portion of the Franklin County Tech Prep grant. Articulation efforts have continued with Rend Lake Community College in cooperation with the Tech Prep grant. Tech Prep Coordinator, Betty Musgrave has used the services of the IMC for curriculum materials and in-service.

V. Jackson-Perry Regional Delivery System

David Vinyard has made an outstanding transition into his newly acquired position. He has been well received by teachers and his Board of Control.

His willingness to use CRP services has allowed for many new contacts within the Jackson-Perry Counties System. Presentations have been made to the system Board of Control, Business, Marketing and Management Program Committee, Home Economics Program Committee and materials prepared for the Industrial Technology Program Committee Meeting.

Jackson-Perry Regional Delivery System has also been very involved with the J.A. Logan Community College Tech Prep Grant. Teams of Academic and Vocational teachers were trained by Carol Burgess of "Reading Power" from the University of Minnesota, a content area reading strategies program. Other Tech Prep in-service activities were done in cooperation with Williamson County Regional Vocational System and John A. Logan College and used IMC services and curriculum materials.

Teacher input on the Program Development Plan was obtained at Program Committee meetings and through Program advisors in order to maintain communication at the staff level. This method satisfied a voiced concern of the teachers and administrators.

Jackson/Perry Regional Delivery System has been an extremely cooperative system to work with and David Vinyard has spent much time and effort in effectively using project services for his region and their Tech Prep initiative.

VI. Marion Clinton - Washington County Regional Vocational Delivery System

Margie Doolen, System Director continues to be a well informed and highly motivated leader of this system. Her participation on many DAVTE statewide committees and as a member of the statewide system directors executive council gives her system and region 6 added input and knowledge of relevant issues.

For a second year facilitation of the system wide staff development in-service was accomplished by the Region 6 IMC. Speakers for the five program area workshops were contacted and scheduled. Integration workshops were also conducted concurrent to the program sessions by the IMC. Resource material packets were also prepared by the IMC for the Business, Marketing and Management session.

In an attempt to increase Board of Control knowledge on the issue of Integration of Academic and Vocational Curriculum a workshop was held using the IMC as presenter.

The staff of the Marion, Clinton, Washington County Regional Vocational Delivery System has been very supportive of the curriculum Revitalization Project and has used the services in ways appropriate to their system.

A proposal has been written in order to build on outstanding Articulation efforts with Kaskaskia Community College by developing the Tech Prep curriculum model for the coming fiscal year.

VII. Okaw Regional Delivery System

This year Jim Heil, the Administrator at Beck Area Vocational Center, has assumed the responsibilities of system director of the Okaw Regional Delivery System on a part time basis. With the help of staff at the Chester and Red Bud offices he seems to be functioning well in both capacities. Okaw borders both DAVTE Region 5 and 6 and tries to remain informed concerning the functioning of both regions. Many times representatives will attend meetings in both regions in order to view topics from a broader perspective.

Employability Skills and Integration Workshops were held in the region this year. Many teachers requested curriculum materials which were supplied by the project staff. Guidance counselors were involved in the Integration workshop and were very receptive to applied academics curriculum materials.

VIII. Rend Lake Area Regional Delivery System for Vocational Education

Dr. Earl Jeffers and Ron Wilson of Mt. Vernon High School became the system director team to head the Rend Lake system for this fiscal year. Earl Jeffers has been quick to utilize the resource material identification capabilities of the project.

Rend Lake area Regional Delivery System continues to be involved as a part of the Franklin County Tech Prep grant and as a pilot sight for the CORD Applied Academic materials through ISU, Bloomington.

Efforts to broaden the base of articulated programs between secondary and community college continue.

IX. Southeastern Illinois Vocational System (SIVS)

System Director, Jack Rawlinson continues to work well with staff and Board of Control of the SIVS. He maintains ties with PIC Council, private sector business and industry as well as the Southeastern Illinois Community College at Harrisburg.

Articulation efforts continue at a steady pace lead by representatives from SIVS, SICC and the Edwards, White, Wayne and Wabash County Regional system.

Workshops on Integration were conducted by the IMC at the Annual Fall Regional Staff Development workshop. Teachers were positive and many chose to access the services and curriculum materials available through the Curriculum Revitalization Project.

A Tech Prep proposal has been submitted in order to fund efforts to develop Tech Prep curriculum sequence within the SIVS and SICC systems.

X. Twin Rivers Regional Vocational System

Scott Hamilton, System Director, has continued in his third year as director to build strong working relationships within the system. He has accepted employment in a region 4 system for next year.

An Integration workshop was held within the Twin Rivers system this year. Teacher teams have also been involved in work with the Illinois Eastern Community College Tech Prep grant. Oblong High School has participated as a pilot sight in the first year of the grant. This participation with IECC may be the needed boost in the articulation effort between the secondary and community college levels.

XI. Williamson County Regional Vocational System

Brenda Ferguson, System Director, continues to do an outstanding job of leading this system in a coordinated articulation effort with John A. Logan Community College and the EFE systems feeding into it. This year the component of a Tech Prep Grant has added momentum to this effort. Vocational and Academic teams from each Williamson County High School have participated in staff development activities to integrate the content of courses. "Reading Power" workshops have provided strategies to focus vocational instructors attention on reinforcing reading skill in vocational content areas. Vocational and Academic teachers have received instruction on Applied Academic Curriculum materials through IMC workshops.

Williamson County has continued to work with the joint vocational advisory committee through J.A. Logan Community College and the "Career Day" jointly planned there.

Brenda Ferguson has also worked extensively with Home Economists as IVHETA State President and with the DAVTE project "Choice" Home Economics grant. Plans are underway to write proposals for Scientific Literacy and refunding of the Tech Prep grant for the coming fiscal year.

APPENDIX H

CEO'S, BOARD MEMBERS, STAFF, INTERESTED EDUCATORS!
Plan now to attend the ....

1991 AAESA Midwest Summer Conference

The Future
through a
different set
of lenses

July 7 - 10, 1991

at Pheasant Run Resort

St. Charles, Illinois

Presenters provide participants the opportunity to make a "paradigm shift" as people, programs, policies, employment, and cultural diversity are viewed "from a different set of lenses."

Monday - July 8, 1991

8:30 am	Continental Breakfast	Bourbon Street
9:00 am	General Session	Chambers I, III, IV

"Sharing the Vision"
Ken Primozic, IBM Special Assistant to the Vice President
Manager, Customer Business Development Project

Mr. Primozic believes that education improvement will only come when leaders from business, government and education form partnerships to collaboratively determine what the educational goals will be for their own community. In an attempt to accomplish this, Mr. Primozic has developed a strategic plan that will result in a systematic change in schools, as outlined in Labor Force 2000: Corporate America Responds.

Hostess: Dianne Ashby, Illinois State Board of Education

10:30 am	General Session	Chambers I, III, IV

"Ulysses"
W.H.G. Caldwell, Jr. - IBM
Director of Educational Systems

IBM has developed multi-media instructional units and authoring systems. Mr. Caldwell will demonstrate a multi-media presentation called "Ulysses." This inspiring multi-media module will show how the Greek poem can be taught using motion video, CD-Rom, and databases. His presentation will include comments on authorship software available for use by classroom teachers.

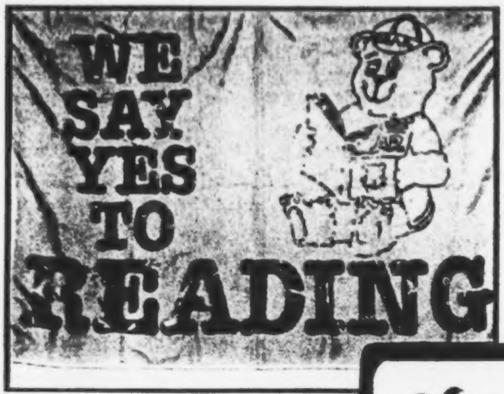
Hostess: Dr. Jodi Martinez-Martin, Director, ESC 6

11:15 am Breakout Sessions Curriculum /Technology Innovations

# 1 - **"Curriculum Integration with a Process Focus"** Chamber V
Ann Bates, Doug Whisker, Mary Waters
Future Focus Cadre, Tri-County ESC

Educational restructuring does not have an articulated definition. To some it means changing the length of the school day and/or the school calendar. To some it means site-based management. This presentation focuses on some innovative ways to prepare children for the future workforce through the essential "processes" that businesses have identified as necessary. Children will learn to categorize and utilize reading, math, science, social studies, etc. in classes which focus on processes, such as team building, diagnosis, and creativity. Teaching units, developed for piloting in FY92, will be shared. Break your paradigm by exploring the future through these creative sets of lenses.

Host: Jay Stortzum, Director, ESC 15



Affirmations help teachers too!

Leadership takes many forms,
right Glenn?

The Tri-County
ESC Governing Board
1991

Good questions cause even the speaker to ponder.

Tri-County ESC wishes Mary Waters the best
as she embarks upon a new phase of her career.

Administrators are serious about improving their evaluation systems.

AGENDA

CIVEC Board of Control

January 22, 1991

1:00 p.m. - I. Call to Order - Ken Maurer

II. Roll Call

III. Approval of Minutes

IV. Approval of Bills

V. System Update

- A. State/Federal Funding
- B. Director's Evaluation
- C. Tuition update for schools sharing students

VI. Miscellaneous Items

- A. Tech Prep: Integration of Academic and Vocational Programs - Judy Warthen, Instructional Materials Coordinator, DAVTE

SRAVTE
Starved Rock Associates for Vocational and Technical Education
200 Ninth Street
Peru, Illinois 61354
815/223-2080
Richard Graff, Director

TO: Streator and Toluca Administrators, Vocational Coordinators, Vocational Teachers, Special Education Teachers, and Guidance Counselors

FROM: Willy Hewitt, Special Needs Coordinator

DATE: November 1, 1990

RE: Integration In-service Meeting on January 18

One of the primary initiatives coming from ISBE this year is the integrating of curriculum areas. SRAVTE is being asked to be the catalyst for integration activities between the vocational and academic areas. There are many activities planned for this year revolving around the integration initiative.

One of these activities is an integration in-service meeting which will be held on Friday, January 18, at Streator High School from 1 - 3 p.m. The area to be covered in this workshop is one about which the state has asked all teachers and administrators to develop an awareness.

The workshop will be presented by Judy Warthen, an Instructional Materials Coordinator for ISBE. She has worked with Western Illinois University in developing these workshops.

Please remember, substitutes are reimbursable with QAP monies through SRAVTE. Administration should contact SRAVTE to get claim forms.

QUAD-CITY
TRI-COUNTY **VOCATIONAL REGIONS**
"Educating for Employment in Illinois"

1275 42nd Avenue ■ East Moline, IL 61244-4100
(309)752-1691

Aledo
School District 201

Annawan
School District 226

Bradford
School District 1

Cambridge
School District 227

Galva
School District 224

Geneseo
School District 228

Kewanee
School District 229

Moline
School District 40

Neponset
School District 307

Orion
School District 223

Riverdale
School District 100

Rock Island
School District 41

Rockridge
School District 300

Sherrard
School District 200

Toulon-LaFayette
School District 2

United Township High
School District 30

Westmer
School District 203

Wethersfield
School District 230

Wyoming
School District 71

UT Area Vocational
Center

Black Hawk College
District 503

DATE: January 18, 1991
TO: Student Services Committee Members
FROM: Pat Kaiser, Chairperson
RE: Next Meeting Date

Dear Committee Member:

The Student Services Committee will meet on January 30th at 9:00 am at the Deck Plaza in Geneseo, Illinois. The Agenda follows:

8:30 - 9:00	Coffee and rolls
9:00 - 9:15	Opening remarks and introductions
9:15 - 9:45	Building Opportunity Grant - Brian Dahlstrom, Bethany Homes PTS
9:45 - 10:15	Tech Prep - A new direction for Voc. Ed - Karen Johnson
10:15 - 10:30	Break
10:30 - 11:00	Curriculum Integration - Judy Warthen Regional Vocational Curric Specialist
11:00 -	Questions, Discussions Review results of student services committee mission statement ideas
Lunch	
12:30 -	Horizons software update If you can access an IBM hard disk drive in your building, you can still get some of the best guidance software I have ever seen! FREE! Print outs will be available!
1:00 -	Coping with the Sudden Death of a Student, at last a practical handbook for counselors on a difficult subject. Copies have been ordered for all student services members, hopefully I'll have them on the 30th!

Please note if you ordered the Horizons and have not received the materials, they will be brought to this meeting. Also, if you need more of the guidance brochures that were developed by our committee last year for freshmen orientation, these will also be available at this meeting.

Hope to see you on the 30th!

ISSUES IN AT-RISK PROGRAMMING

March 7, 1991
Davenport Holiday Inn

Conference Agenda

8:15 - 9:00 a.m.	Registration & Refreshments
9:00 - 9:15 a.m.	Welcome/Opening Remarks
9:15 - 10:30 a.m.	Concurrent Session I

- **"CASAS: Comprehensive Adult Student Assessment System"**

A representative of CASAS will discuss this competency-based curriculum management and assessment system used by ABE/ESL, GED, JTPA, Corrections, and Workplace Literacy programs. Presenter: Mary Jo Westwood, CASAS Certified Trainer.

- **"Issues In Vocational Education"**

Issues, problems, and viable solutions in implementing secondary and school-work transition programs and vocational rehabilitation will be presented. Presenters: Judy Warthen, Curriculum Revitalization Project, Illinois State Board of Education; Kathie Womack, Quad City/Tri-County Vocational Region; Joyce Jeanblanc, Metro Secondary School, Cedar Rapids.

- **"GED/ABE: Adult Literacy Issues"**

Learn how adult student's needs differ from the needs of public school students. Students will share testimony about their learning experiences and the affect the program has had on their lives. Presenter: Dee Goyen, Literacy is for Everyone, Black Hawk College, Moline.

- **"Effective At-Risk Programming"**

Identification, program development, and implementation in Pre-School, Elementary, Middle School, and High School programs will be discussed. Presenters: Debbie Lee, MAPLE Program, Moline School District; Don Healy, Ericsson Accelerated Elementary School, Moline; John Kimple, Bettendorf Middle School; Melvin LaStrapes, Rock Island/Milan Alternative Junior High Program; Glenda Nicke, Rock Island County Optional Education Program.

10:30 - 10:45 a.m.	Break
10:45 - 12:00 noon	Concurrent Session II

- **"Collaborative Consultation: Effective Communication Between Schools, Consultants, and Agencies"**

The roles of agencies in providing services is emphasized. Issues include: Identification, referrals, interagency cooperation, duration of services, and other topics. Case studies will be presented. Presenters: John Staver, Juvenile Detention Center, Mississippi Bend AEA; Linda Meloy, Special Education, Western Illinois University.

- **"Positive Peer Cultures: A Presentation of Positive Peer Culture Models"**

Learn how a positive approach to working with at-risk youth is working at Arrowhead Ranch--and how it can be adapted and applied to your school or program. Residents of Arrowhead Ranch will participate in this presentation. Presenter: Bob Eastlund, Arrowhead Ranch, Coal Valley.

- **"AEA & ESC: Helping Professionals Meet the Needs of At-Risk, Special Education, and Vocational Education"**

Clarification of services available in developing and implementing programs for at-risk, special education, and vocational education. Presenters: Tom Wirtz, Mississippi Bend AEA, Bettendorf; Dick Boyer, Educational Service Center #8, Sterling.

St Ambrose
University
Creating The Future

April 3, 1991

Judy Warthen, Coordinator
Instructional Materials
Kewanee High School
Kewanne, Il 61443

Dear Judy:

Thank you for agreeing to present at Cathy Womack's Vocational Education for the Handicapped course on April 6, 1991. The course is made up of 16 graduate students working towards their Masters Degree in Special Education. The information that you will be sharing relative to curriculum and instructional materials in the vocational education area will prove valuable as they work with Secondary special needs students.

If I can be of any assistance please feel free to contact me.

Sincerely,

Robert S Ristow

Dr. Robert S. Ristow, Director
Graduate Special Education Programs
(319) 383-8743

cc: Cathy Womack

518 West Locust Davenport, Iowa 52803 (319) 383-8800

P.E.R.F.E.C.T.

PEORIA EDUCATIONAL REGION FOR EMPLOYMENT AND CAREER TRAINING

2000 Pioneer Parkway, Suite 3
Peoria, IL 61615
(309) 693-7373

HELENE PETERSON
System Director

CINDY DAFFORN
Special Needs Coordinator

EMILY RUSSELL
Special Needs Coordinator

GERALD BROOKHART
Regional Superintendent of Schools
Fiscal Agent

Brimfield Unit
District 309

Dunlap Unit
District 323

Elmwood Unit
District 322

Illinois Valley Central Unit
District 321

Peoria District 150
Manual High School
Peoria High School
Richwoods High School
Woodruff High School

Peoria Heights Unit
District 325

Princeville Unit
District 326

January 25, 1991

Mr. Pat Cassady
Principal
Dunlap High School
Legion Hall Road
Dunlap, IL 61525

Dear Pat:

Thank you for agreeing to let us use your facility to host our inservices February 20, 1991, 3:30-5:00 p.m. and February 26, 1991, 3:30-5:30 p.m.

The presenter on February 20 will be Ron Engstrom, ISBE/DAVTE, on the New Industrial Manufacturing Curriculum. Ron will need a VCR and overhead and screen. There will be approximately 10-15 attending.

The presenters on February 26 are Donna Luallen and Judy Warthen, Instructional Materials Coordinators/ISBE. They will need a screen and overhead projector. A large group is anticipated for this meeting.

I will check with you as the dates get closer. Your cooperation is greatly appreciated.

Sincerely yours,

Helene

Mrs. Helene M. Peterson
System Director

HMP/djb

cc: Chuck Crider, Assistant Superintendent
Tom Sullivan, Librarian
Ron Engstrom, ISBE/DAVTE
Donna Luallen
Judy Warthen

Education For Employment

TWO RIVERS VOCATIONAL EDUCATION SYSTEM

121 EAST SECOND STREET
BEARDSTOWN, IL 62618
217-323-5559

GENE RALSTON
Administrative Agent

MARVIN L. LOSEY
Director

PEGGY J. COOPER
Special Needs Coordinator

BEARDSTOWN
C.U.S.D. #15

SCOTT-MORGAN
C.U.S.D. #2

BROWN COUNTY
C.U.S.D. #1

FRANKLIN
C.U.S.D. #1

JACKSONVILLE
District #117

MEREDOSIA-CHAMBERSBURG
C.U.S.D. #11

SCHUYLER COUNTY
C.U.S.D. #1

TRIOPIA
C.U.S.D. #27

VIRGINIA
C.U.S.D. #64

WINCHESTER
C.U.S.D. #1

January 8, 1991

TO: Vocational Teachers & Administrators
FROM: Marvin Losey, System Director
RE: Inservice Workshop on Integration of Academics and Vocational Education

WHEN: 4:30 - 6:30
MONDAY, JANUARY 28, 1991

WHERE: **MEREDOSIA HIGH SCHOOL** (Cafeteria)

The goal for integration of academic and vocational education is to raise significantly the basic competencies in mathematics, science and communiciations of students pursuing vocational studies at the secondary level.

This year, Two Rivers Vocational Education System is focusing on integration of mathematics and vocational education and this will be the emphasis at the workshop.

We are encouraging all vocational teachers and school administrators to participate. Refreshments and a $25.00 stipend will be provided for all participants.

TO HELP PREPARE MATERIALS FOR HANDOUTS AND REFRESHMENTS, PLEASE COMPLETE THE FOLLOWING AND RETURN BY **WEDNESDAY, JANUARY 23, 1991.**

______________________	______________________
NAME	SCHOOL

_______ PLAN TO ATTEND THE 28TH

_______ DO NOT PLAN TO ATTEND THE 28TH

AGENDA

4:15	**REFRESHMENTS**
4:30 - 5:10	**PRESENTATION ON INTEGRATION FOLLOWED BY DISCUSSION** **PRESENTERS: DONNA LUALLEN, INSTRUCTIONAL MATERIALS COORDINATOR** **RALPH MARSHALL, SUPERINTENDENT OF SCHUYLER C.U.S.D. #1**
5:20 - 5:45	SMALL GROUP DISCUSSION BY SCHOOLS - WORK SHEETS WILL BE PROVIDED

GROUP 1	JACKSONVILLE - RON BAINDS
GROUP 2	SCOTT/MORGAN (BLUFFS) & TRIOPIA - BARBARA EILERING
GROUP 3	RUSHVILLE - DONNA BIGLEY AND EDITH ELLWOOD
GROUP 4	BROWN COUNTY - DEAN HULVEY
GROUP 5	WINCHESTER AND FRANKLIN - BERNARD GOETZE
GROUP 6	BEARDSTOWN AND VIRGINIA - EVELYN LOSEY

5:50 - 6:30	REVIEW COURSE TITLES - THIS WILL BE BY PROGRAM AREA LEAD BY THE PROGRAM ADVISORS WITH TIME FOR DISCUSSION. COURSE DESCRIPTIONS WILL NOT BE CHANGED BUT COURSE TITLES COULD BE ALTERED TO BETTER INTERPRET THE COURSE DESCRIPTION. ONLY MINOR CHANGES CAN BE MADE.

BRING STAGE II REGIONAL COURSE NAMES AND DESCRIPTIONS

Tri-County
Education Service Center

Tri-County Education Service Center

105 Sage Street • Channahon, Illinois 60410 • (815) 467-4048

August 1, 1990

Memo:
Re: Future Focus Writing Team
Integrate Cadre Members

From: Ann Bates / Rob Molek

To:
Barbara Bergmann
Pat Blunck
Nancy Dyke
Karen Lauterbach
Barbara Detwiler
Fred Schouten
Sue Smith
Doug Whisker
Mary Waters

A big thank-you for your fine presentation and assistance at the July 19, 1990 Conference. Your fine work was accepted, appreciated and held in awe by many. You have triggered the spark of innovativity through generativity in many of our cadre members. The evaluations on these presentations were very positive and there is a call for more interaction during the coming year with the cadre meetings in general. A Future Focus in each of the cadre meetings will be a major agenda item for the 90-91 year.

Once again you are charged with a responsibility to continue this good work. We are proud of these efforts and your willingness to continue.

The pilot sites are an exciting next step. Doug Whisker has given us much insight in the workings of the Oswego District's approach. It is remarkable how the next steps become reality through your leadership and teamwork.

Congratulations one and all!

Judy Judy
Executive Administrator

Richard Krase
Grundy-Kendall Co.
Regional Superintendent
ESC Administrative Agent

GOVERNING BOARD

Terry Tamblyn
Superintendent
Oswego Community School
District No. 308
ESC Board Chair

Clair R. Swan
Superintendent
Troy School District No. 30C
ESC Board Vice-Chair

Larry Freeman
Dean, College of Education
Governors State University
ESC Board Secretary

Raymond J. Gornik
Will County
Regional Superintendent

Harry Hayes
Superintendent
Valley View District No. 365U

Marilyn Huntley
Teacher
Newark High School
District No. 18

John R. Jun
R.E.S.A. Coordinator
Board Member Minooka
District No. 201

Jerome Krupowicz
Board Member
Minooka District No. 201

Richard Manley
President AFT
Local No. 604
Teacher
Lockport Township
High School No. 205

Reginald S. Nolin
Superintendent
Joliet Township High School
District No. 204

Terrence Sorensen
Principal
Coal City Unit District No. 1

Marketing Cadre Meeting
December 12, 1990

Present at the meeting:

Shirley Benson	Parkview Grade, Yorkville District
Gary Fechter	MVK Middle School
Ed Karns	Homer District
Cynthia Katsafanas	Homer District
Dave Middleton	Summit Hill
Kristie Polk	Minooka High School
Glenn Posmer	Plano District
Tom Runty	Coal City District
Pete Hughes	Morris High School
Roger Schlickman	Gardner Grade District
Judy Judy	ESC #10
Mary Waters	ESC #10
Sue Smith	ESC #10
Linda Fisher	ESC #10

Judy Judy started the meeting at 1:00 p.m. by giving an overview of what a cadre is and feedback from the marketing conference held in July of 1990 was provided. She shared some of the marketing strategies we are now using as a result of the conference, i.e. pens, audio tapes, school posters.

The participants were then asked to identity their marketing needs. Glenn Posmer stated that Plano would like to improve their "image". Dr. Hughes would like to change the mis-conception that the community has about the Morris High School. Sue Smith identified marketing as a way to increase "self-esteem".

Shirley Benson would like to be able to reach the difference people that don't have students in the schools, but still support the school through taxes. Kristi Polk stated that Minooka sends a newsletter to the community and also has placemats printed for area restaurants to reach competitive audiences.

Most of the participants agreed that the most important asset they would like to market is "good education". They would like to improve this image in the community.

The following suggestions were made to market their districts: newspaper releases, pictures in the newspapers, newsletters, etc.

Susan Silk, Media Strategy, Inc. talked with the cadre members about ways to market their product. She asked for things the districts were already using.

VALLEY EDUCATION FOR EMPLOYMENT SYSTEM
VALEES
708/466-4811 EXTENSION 205
ROUTE 47 AT HARTER ROAD • SUGAR GROVE, ILLINOIS 60554

TO: Region I Directors and DAVTE Representatives

FROM: VALEES Administrative Team

DATE: 10/17/90

RE: Region I System Directors' Meeting Agenda

The October Region I meeting will be held on Monday, October 22, 1990 at the Kankakee Area Vocational Center.

Coffee and rolls will be served at 8:45 a.m.

AGENDA

9:00 - 9:10	Discuss schedule for taking minutes BOB HAGGENJOS
9:10 - 10:10	Review workshops available through the Curriculum Revitalization Project. Present a portion of the workshop on integration. MARY WATERS
10:10 - 10:20	Break
10:20 - 11:15	RVA Report BOB WOLANIN
11:15 - 11:30	Discuss inservice for future meetings. -Rules and Regulatioins regarding Carl Perkins -Announcements/Meetings
11:30 - 12:15	Lunch provided by Kankakee Area Career Center
12:30 - 1:30	Tour of Center

McHenry County Cooperative for Employment Education

2100 N. Seminary Avenue
Woodstock, Illinois 60098 ◘ (815) 338-2616

MEMORANDUM

DATE: November 21, 1990

TO: DOGS Members

FROM: Paul J. Meyer, System Director

SUBJECT: November/December DOGS Meeting

This is a reminder that our November/December DOGS meeting is scheduled for **Friday, November 30, 1990** beginning with lunch at 11:30 a.m. We will meet in the new Dining Hall at McHenry County College. Wendy Manser, MCC, indicated that you can call her at 455-3700 if you need directions on where the new Dining Hall is located. The meeting itself will begin at approximately noon. Items on the agenda include:

1.	"Class Scheduling at MCC"	John Adelmann
2.	"Applied Basics"/Integration	Mary Waters Region 1, IMC
3.	IVSSN Minigrant	Paul J. Meyer
4.	Set Agenda Items (or Focus) for the remaining '90-'91 meetings	

I have enclosed a page entitled "IVSSN Minigrant Suggestions" to start you thinking on how we, as a region, can use these funds. If I don't turn in an application by the first week of December, we may lose this money. One item not on this list which might be applicable might be video tapes which focus on careers, interviewing, etc.

I have also enclosed two (2) articles which may help set the stage for Mary Waters' presentation.

If you would like additional information about anything on the agenda or if you would like to add an item, don't hesitate to call me at 338-2616.

I look forward to seeing all of you on the 30th.

NOV 27 1990

ST. CHARLES HIGH SCHOOL
VOCATIONAL EDUCATION DIVISION
1020 DUNHAM ROAD ST. CHARLES, ILLINOIS 60174 (312) 584-1100

April 18, 1991

Ms. Mary Waters
Instructional Materials Coordinator
Tri-County Educational Service Center
105 Sage Street
Channahon, IL 60410

Dear Ms. Waters:

St. Charles High School's Home Economics Department is pleased that you have agreed to serve on the Foods Service Task Force Committee. This group will help determine the future direction of the foods program with special emphasis on the catering service offered by the Advanced Foods classes. We are hoping to eventually offer some training in the area of restaurant management as well, so the wealth of experience that this task force brings will be very valuable to us.

The first meeting will be held on Tuesday, April 30, 1991 from 2:30 p.m. until 4:30 p.m. in Room #117 at the high school. Visitor's parking is available near door #1. Room #117 is located to the left after entering this door.

Please call Maggie Brewner at 377-4776 or the Home Economics Office at 377-4780 if you will be unable to attend or have questions. We look forward to seeing you on the 30th.

Sincerely,

Maggie

Maggie Brewner
Vocational Education Director

Martha Feddern Marilyn Hoening Nancy Kroll
Home Economics Teachers

Tri-County ESC #10 Staff

Judy Judy, Executive Administrator
Jay Linksman, Associate Director
Fred Schouten, Program Manager

Beverly Boomsma, Staff Development Trainer
Marge Gallagher, Educational Facilitator
Sue Smith, Educational Facilitator
Mary Waters, Instructional Materials Coordinator, ISBE/WIU
(housed at Tri-County ESC #10)

Amy Hill, Executive Secretary
Leslie Chouinard, Bookkeeper/Computer Purchasing Agent
Shirley Micetich, Special Programs Secretary
Linda Fisher, Workshop Facilitator
Betty Dombrowski, Support Secretary
Judy Wilhelmi, Resource Room Coordinator
Dawn Czajkowski, Receptionist/Clerk
Meredith Micetich, Resource Room Aide

Elaine Meldrum, Gifted Consultant
Anita Howard, Life Education Consultant
Wayne Carroll, Assessment Coordinator Consultant
Glen Duckworth, Assessment Coordinator Consultant
Vern Jones, VIP Coordinator

Tri-County ESC Constellation of Stars

Master of Ceremony: Dr. Don Weber

Dr. Donald Weber Gov. Board Chair 85-87	***Welcome Recognition of "Special Quests" In the beginning .....***
Mr. Richard Krase Administrative Agent	***The original vision for Tri-County Supportive role of ESR***
Dr. Lyndon Wharton ISBE	***State's vision for ESC's Beyond the state mandates....***
Dr. Julian Rogus Gov. Board Chair 87-88	***Staff Development for districts Administrator/Teacher Advisories***
Dr. Terry Tamblyn Gov. Board Chair 88-90	***ESC's vision: developing leaders... Cadres/Training of Trainers Model Marketing Business Alliance***
Ms. Marilyn Huntley Gov. Board Chair 90-	***Teachers: important players at ESC From Advisory... Cadre... Gov. Board ... Presenter ...***
Ms. Michele Micetich Cadre Leader	***Being a Tri-County Star.... what makes it happen.***
Ms. Annie Jo Reed Teacher Advisory	***The welcome ray of light for ALL educators from a new star.***
Judy Judy Executive Administrator	***Reach for the Stars!***

AGENDA

REGION 6 SPRING MEETING APRIL 29, 1991

WELCOME

DINNER

INTRODUCTION OF GUESTS

EVELYN POWERS, GUIDANCE COUNSELOR: MT. VERNON H.S.

DWAIN BALDRIDGE, PRINCIPAL: CASEY JR. HIGH SCHOOL

NORETTA HODGES, SECTION 6-D PRESIDENT AND NORMA MARTIN, SCHOOL BOARD MEMBER

SYLVIA FRANK, SECTION 6-C PRESIDENT 1990-91

JEANETTE HOEINGHAUS, SECTION 6-C PRESIDENT 1991-92

PEGGY PHILLIPS, SECTION 6-B PRESIDENT

PROGRAM: DENNIS SCHULZ AND VICKI DUNCAN

THE AMY CENTER

BUSINESS:

NEWS FROM THE REGIONAL DELIVERY SYSTEM: BRENDA FERGUSON, SYSTEM DIRECTOR AND IVHETA STATE PRESIDENT

NEWS FROM SIU: DR. ROSE MARY CARTER

NEWS FROM IHEA: KAREN SHUPE

TIME TO SHARE: BRENDA YATES

SCHOLARSHIP FUND?

SPEAKER APPRECIATION

REGION II SYSTEM DIRECTORS

Education for Employment

CEANCI
Julie Nichols

CIVEC
Ivan Jern

EAGLE RIDGE
John Lang

KEC
John Cassani

QCRVS
Mike Hanlin

SAVTES
Robert Grisolano

SRAVTE
Richard Graff

TRI-COUNTY
Karen Johnson

WRVS
Robert Barragree

SUPPORT STAFF
Jim Gillespie, RVA
udy Warthen, IMC
ary Kay Heinisch,
Bldg. Fairness
ve Poliks,
Career Guidance
uck Windhorst,
Consultant
Virginia Dorn, VESSA
Nancy Harris, QAP

TO: Region II System Directors, Region II RVA, State and Support Staff

FROM: Julie Nichols

SUBJECT: Region II System Director's Meeting

DATE: January 17, 1991

The January Region II System Director's meeting will be held on Friday, January 25, 1991 at the Whiteside AVC in Sterling with the Kishwaukee Educational Consortium as our host. At Jim's request the Tech Prep participants share what they are doing with their grants. Please be prepared to briefly share successes and problems.

The agenda for our meeting is as follows:

8:30 - 9:00 A.M.	**ROLLS AND COFFEE**
9:00 - 9:30 A.M.	Dick Treat - FCAE - What is the project direction and how can we work together?
	STAFF REPORTS
9:30 - 9:45 A.M.	Judy Warthen
9:45-10:15 A.M.	Ruth Hicks - FY'92 Occupation of Homemaking
10:15 A.M.	**BREAK**
	STAFF REPORTS (continuation)
10:30-10:45 A.M.	Olive Poliks - Alternative Sources of Program Building
10:45-11:00 A.M.	Mary Kay Heinisch - Building Fairness
	TECH PREP REPORTS
11:00-11:10	Ivan Jern
11:10-11:20	Dick Graff
11:20-11:30	Karen Johnson
11:30-11:40	Julie Nichols
11:40 - 12:15 P.M.	**LUNCH**

Region II Food Services and Child Care Curriculum Committee Meeting

Agenda
September 14, 1990

9:00	Welcome - Karon McAvoy and Mary Jane Nelson
9:10	"Integration" - Judy Warthen
10:00	Brief up-date on curriculum development - Karen Johnson
10:10	Divide into two groups Food Service - Karon McAvoy Child Care - Mary Jane Nelson Distribute and review teaching packets developed by committees Assign duty areas needing packets developed Review new materials
12:00	Lunch
12:45	Work session in groups
1:30	Meeting as a group Summary of day's activities Announcements Next meeting date - November 12, 1990 Location________________________________

Technical Advisory Council for Teacher Integrated Curriculum

Roster TACTIC

Project Director	Dr. Patricia Patsloff, SIUE, Box 1106 School of Business, Edwardsville IL 62026	618-692-2435 618-345-4761 res 618-891-3917 FX 618-541-6866 Mbl
• ISBE-DAVTE	Linda Lafferty, IL State Board of Education DAVTE, 100 N 1st, Springfield, IL 62777	217-782-4620 217-782-0679 FX
Futures Specialists	Dr.Charles Craig, Reading Specialist Toronto, Ontario, Canada	815-753-8032
	• Dr. Paul Ilsely, Northern Illinois University 101 Gabel Hall, DeKalb, IL 60115	815-753-8032 815-753-2100 FX 815-758-8792 res
Graduate Assistant	SIUE, Box 1106	618-692-2435

• Adult Education	Duane Rankin, SIUE, Box 1128 Director, Adult Ed Service, Edwardsville, IL 62026	618-692-2254 618-877-1639 res
- • Agriculture Education	Tim VanHoveln, Coordinator, Agro-business Lewis/Clark CC, Godfrey, IL 62035	t-th 217-942-3931 mwf 618-466-4822 618- res
• Business/Distrib Educ	Betty Ninnis, (Belleville West High School) 27 Lake Ineg Drive, Belleville IL 62221	618-233-5070 xt 339 618-234-8061 res
• Business/Industry	Daniel Magruder, COCA, Inc PO BOX 596, Maryville, IL 62062	618-288-9434 618-656-2952 res
• Elementary Education	Bill Gallagher, SIUE, curriculum/Instr, Box 1122 Edwardsville, IL 62026	618-692-3442 314-721-1097 res
• English	Dr. Carolyn Kropp, SIUE Box 1431 Edwardsville, IL 62026	618-692-2990 618-288-5451 res
• Health Occupations	Darlene Franscavich, Mt. Vernon HS 320 S 7th St. Mt. Vernon, IL 62864	618-244-3700
• Home Ec/Hospitality	Amy Paschedag, Bethalto HS 200 School St., Bethalto, IL 62010	618-377-7220 618-656-9181 res
- • Labor	Don Giljum, Director, Local 148 148 Wilma Drive, Collinsville, IL 62234	618-271-1807 314-464-4108 res
- • Labor Alternate	Penny Sanders, Internat'l Ladies Garment Workers 314 Broadway, St. Louis, MO	314-421-4666 618-344-3957 res
• • Mathematics	Dr. Marilyn Hasty, SIUE, Box 1653 School of Sciences, Edwardsville, IL 62026	618-692-2349 618-288-3930 res
Math Alternate		
• Parent	Marianne McNally, 420 E Vandalia Apt A-1, Edwardsville, IL 62025	618-931-0600,xt.53 618-692-4211 res
• • Science	Dr. Virginia Bryan, SIUE, Box 1652 School of Sciences, Edwardsville, IL 62026	618-692-3557 618-656-1121 res
• Science Alternate	Dr. Fred Zurheidi, SIUE, Box 1654, Physics Dept School of Sciences, Edwardsville, IL 62026	618-692-3148 618-259-2109 res
• Secondary Education	Dr. Rudy Wilson, SIUE, Box 1122 Edwardsville, IL 62026-1122	618-692-3443 618-656-2614 res
• Social Science	Dr. John Gallaher, SIUE, Box 1454 Historical Studies, Edwardsville, IL 62026	618-692-2145 618-656-2306 res
• Special Education	Dr. Robert Wagner, SIUE, Box 1147 School of Education, Edwardsville, IL 62026	618-692-2469 314-741-6098 res
• Technical/Industrial Ed	Weldon Stevenson, Auto Mechanics J B Johnson Vocational Center Humboldt Road, Alton, IL 62002	618-463-2153 618-259-0583
• Vocational Rep, Reg V	Tom Sweatman, Instructional Materials Coordinator ISBE-DAVTE Region V, Hillsboro Com. Unit School 1311 Vandalia Road, Hillsboro, IL 6209	217-532-5184 309-298-1120

- • Unable to make the Pere Marquette meeting.
- - Not staying overnight Oct 25.

Resource Members:

Labor-Management	Ed Harrick, SIUE, Box 1100	618-692-2750 618-656-7893 res

University Council Communications Network

Chicago State U	Walter D. Cibulskis	312-995-2214
Eastern Illinois U	Dr. Tom Boldrey	217-581-3912
Governor's State U	Dr. Robert Donaldson	708-534-5000
Illinois State U	Dr. Jeffrey Wood	309-438-2620
Northern Illinois U	Dr. Gene Roth	815-753-1306
SIU-Carbondale	Dr. Marcia Anderson-Yates	618-453-3321
University of Illinois	Dr. Mildred Griggs	217-333-0807
Western Illinois U	Dr. Wendell Swanson	309-298-1061

BEST COPY AVAILABLE

February 11, 1991

Stephenson County Teachers' Institute

Educational Service Region

Dr. Marvin L. Maaske, Superintendent

William B. Kested, Asst. Superintendent

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5. Adolescence, Suicide, and Hope

This presentation examines the causes and symptoms of suicide as well as the five stages of adolescence and their impact on parents, teachers, and the adolescents themselves.

Presenter:	Jeff Grumly	Room:	207
Host:	Jean Beacom		

(Note: Required of all new employees in grades 7-12 who have not received in-service on this topic.)

6. Integrating Problem Solving, Critical Thinking and Team Building into the Classroom

Problem solving, critical thinking, and team building are listed most frequently by employers as essential skills for dealing with the future. To be prepared for further education and training, students will require strategies for dealing with effective problem solving, critical thinking, and team building. This presentation will address these strategies and provide activities for the classroom.

Presenter:	Judy Warthen	Room:	159
Host:	Mike Wiley		

7.
8.
9. Motivating At-Risk Youth in the School Setting

TAP/OpEd staff members will share prevention, intervention, and re-entry techniques, classroom activities, resources, and programs that school staff can utilize to help motivate at-risk youth to succeed in school and beyond. The 9:40 session is aimed at grades K-4, the 10:50 session at grades 5-8, and the 12:00 noon session at grades 9-12.

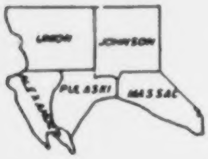
Presenter:	Debbie Phillips Marie Stiefel Jeff Lawfer John Wold	Room:	256
Host:	Norman Kuhlemeier		

10. TRS Update

Using an informal presentation dealing with the various aspects of TRS, Mr. Calhoun will answer your questions. Topics dealing with retirement, survivor benefits, disability benefits, creditable service, legislation and other issues will be discussed.

Presenter:	Steve Calhoun	Room:	Lloyd Theatre
Host:			

FIVE COUNTY REGIONAL VOCATIONAL SYSTEM



(ALEXANDER-JOHNSON-MASSAC-PULASKI-UNION COUNTIES)
SECOND AND WASHINGTON STREET
BOX F
TAMMS, ILLINOIS 62988

Curtis Miller, Director
(618) 747-2703

Placement
(618) 747-9223

MEMO

TO: Brenda Yates

FROM: Curtis Miller CM

DATE: April 22, 1991

RE: Integration of Academic & Voc-Ed Meeting

Thanks for your excellent contribution to our second meeting of the selected staff involved with integration of academic and Voc-Ed.

Your selection of resource materials were very appropriate for the task we face as we try to improve the quality of our programs.

Enclosed is the sign in sheet as per your request.

Thanks for your help.

CM

enc:

Anna-Jonesboro-Cobden-Shawnee
Century-Dongola-Egyptian-Goreville-Joppa-Massac-Meridian-Vienna

JOINT STAFF DEVELOPMENT DAY
AT KASKASKIA COLLEGE
JANUARY 18, 1991
INDIVIDUAL SESSION TOPICS

FOCUS GROUP SESSION I

Math, Al Coers, HB157/158
Humanities, Jim Krumrey, HB154
Social Studies, Randy Ervin, HB230
Science, Jim Wiedman, HB151
Foreign Language, Vicki Oliver, L122
Music, Bill Camphouse, FA110
Art, Jane Miller, L123
Drivers Education, Andy Gainer, HB246
Physical Education, Shirley Nall, L121
Librarians, Ruth Barczewski, Library
Counselors, Dr. Marilyn Brookman, Lib. Conf. Room 2
Administrators, Raymond Woods, Board Room AD227

TOPICS FOR DISCUSSION

a) Current trends in the specific discipline.
b) Methods and teaching techniques in the specific discipline.
c) Evaluation techniques.
d) Writing requirements in the specific discipline.
e) Discussion of computer literacy in the specific discipline.
f) Requirements--
   - Outside reading requirements
   - Oral requirements
g) Future trends in the specific discipline.
h) How can we mutually assist each other in better serving students of our districts?
i) Interest in discipline Advisory Committee.
j) Interest and need for future discipline meetings.

BREAKOUT SESSION I

"Integrating Academics" - Brenda Yates - HB242
This session will present the latest information dealing with the methods of Integrating Academics and Vocational Education. Ms. Yates will provide examples of how to integrate academics and vocational education and lists of resource materials available.

"Materials for Integration" - Dan Naylor - HB243
Mr. Naylor will demonstrate the use of materials that can be used in vocational classes to integrate academics as they relate to the work place.

"Cross Training for Health Occupations" - Jackie King - HB247
Analyzing the need for increasing the number of health occupation teachers: S.I.U. has developed a means for cross training biology teachers for orientation level health occupation courses which may help in increasing the number of health occupation students in school programs. The cross-training project at S.I.U. will be explained.

"Agriculture" - Curriculum Development - Dean Dittmar - AD101
This session will provide agriculture teachers with materials from agriculture resources and materials form the various agriculture curriculum projects which can be used to teach regional course outlines.

"Business Education" - Applied Communications - Roger Uhe - HB240
Mr. Uhe will acquaint business education teachers with information and materials which teach communication/language arts/English skills as they apply in the work place.

"Tech Prep" - Beverly Waldrop ICCB - HB149
This session will provide the basic format for Tech Prep programs.

AGENDA
TEACHING METHODS FOR IMPROVING VOCATIONAL READING SKILLS
Tech Prep Workshop for Vocational Educators
TUESDAY, JANUARY 29, 1991
Shoney's Inn
Marion, Illinois

8:30 a.m.	Welcome and explanation of national tech prep initiative - Dr. Paul McInturff, Project Director, John A. Logan College Progress and current status of project Ethel Holladay, Team Leader Du Quoin High School Future opportunities and direction Brenda Ferguson, Director Williamson Co. Regional Vocational System
9:00 a.m.	Progress by academic committees Sheri Hunter, Communications Ray Kemp, Science Carterville High School
9:15 a.m.	Materials and resources now available Brenda Yates, Region VI Instructional Materials Coordinator
9:30 a.m.	"Teaching Methods for Improving Vocational Reading Skills" - Carol Burgess, National Implementation Specialist for the Federal Project on Vocational Reading Power, Univ. of Minnesota, Minneapolis, MN
11:30 a.m.	Lunch Break-Shoney's Restaurant
12:30 p.m.	Resumption of Burgess presentation --readability assessment --informal assessment --vocabulary --comprehension skills --study skills
3:00 p.m.	Adjournment

TECH PREP

DEVELOPMENT COMMITTEE MEETING
Cisne/Fairfield

February 20, 1991

AGENDA

9:00 - 9:15	Donuts and coffee, Cisne High School
9:15 - 9:45	Tour Cisne High School
9:45 - 10:00	Travel to Fairfield: Wayne County Bank 215 S. E. 3rd Street (See Map)
10:00 - 11:00	Presentation: Brenda Yates Curriculum Revitalization
11:00 - 11:30	Review of Curriculum Information
11:30 - 12:30	Review Tech Prep Goals: Ken Feather
12:30 - 1:00	Lunch
1:00 - 1:30	Presentation: Jerry O'hare, Coordinator State Tech Prep
1:30 - 3:00	Tech Prep Core Planning for each high school

DRAFT

NIU Graduate Home Economics Seminar
Saturday, April 27, 1991
Dr. Helen Winsor

by Mary Waters/Judy Warthen

I. Integration
- Shapes
- No's and Names
- Kappan Article
- Beyond Basic Skills - AVA Journal/ASTD

A. Employability Skills
  - Poster
  - Brochure
  - Task List
  - E. S. Task List and Resources (green)
  - Coupons
  - Ethics - Code/Handbook/Framing Document

II. Tech Prep
- Making the Case for Tech Prep
- Illinois Tech Prep
- Tech Prep Resources
- Illinois Tech Prep-Critical Factors
- Tech Prep Program Sample
- "A critical thinker"/H.O.T.S.
- Problem Solving/Gen Tec/Pentominoes

III. Home Economics
- CORD Catalog
- OJ Catalog
- Learning Seed Catalog
- N.E.T.
- Public Domain Software Catalog
- Chemical Ind. Catalog
- Toxic & Non-Toxic Catalog
- Text Books/WIU
- Overhead Calculators
- Fun Books
- IVCC Software/Video list

DECATUR EDUCATIONAL CONFERENCE

MILLIKIN UNIVERSITY
DECATUR, ILLINOIS
MARCH 27 & 28, 1991

"SHARING OUR KNOWLEDGE AND EXPERIENCE TO BENEFIT OUR FUTURE"

WEDNESDAY, MARCH 27, 1991

A 8:45 - 10:00

Presenter	Title	Bldg/Room	Cap.
Anderson, Mike	Junk Musical Instruments	ML201	20
Beyer, Thomas	Successful Middle School Integration: Planning and Implementation	SH320	30
Buckeye 'n Moffy	Bringing the Past to Life	SH Albert Taylor	30
Burdick, Debbi	Modality Testing Done by the Classroom Teacher	SH318	35
Burge, Sue/ R. Hicks	Occupation of Homemaking – Good Things Are Happening	SH407	30
Champagne, Ruth	Daily Review	SS320	68
Clinton, M.D.	Plan Now For the Rest of Your Life	SS104	35
Collins, Debra	Nutrition and Your Busy Lifestyle	SH420	40
Coloroso, Barbara	Discipline: Kids Are Worth It	K Theatre	2000
Davies, Curtis	Why Males?	SH311	25
Doberstein, Scott	Steroids: The Health Risk – Part I	SH327	30
Dondeville, Bob	Boy, I'm Good Bulletin Boards	K17	20
Engelson, Kathy	Tools for Teaching Recycling in the Classroom	SL13	42
Fortinberry, Sheila/ L. Brusa	Writing Solutions	SH328	30
Fox, Bob	Administrative Update: Macintosh, Unix, DOS Working Together	SH315	25
Gowens, Judy	Alternatives to Standardized Testing	SL23	54
Grossman, Franz	Taxes in U.S. History	SH303	36
Hamilton, Sheila	Creating Big and Small Books Using the Computer	RTUC Fireplace Room	30
Harrison, Gloria	Educating Visually Impaired Students	SH319	30
Hicks, Barbara	Working Your Way Through the Agency Maze!	SH302	24
Hill, Bob	What's New In Taping, Bracing and Padding	SH316	30
Hoffman, Darlene	Handling Angry Parents: Working Through Instead of "Whimping Out"	RUTC Wood/Mertz	100
Johnson, Paul/ J. Gottlich	Facsimile in Libraries: Yesterday, Today, and Tomorrow	SL21	14
Kearny, Judith	Hot Rod and Company	SH310	30
Kerans, Lori	Conditioning and Weight Training For Interscholastic Athletes	OG	25
Kor, Eva Mozes	The Human Subject of Nazi Medical Experimentation as Vied by a Survivor	SS115	75
Langfeld, John	Illinois Summer School for the Arts	SL18	56
Leadbeater, Patricia	Beyond the Basals (Dbl Session)	SH317	75
Lesser, Carolyn/ L. Shiles	Sneaky Readers – Sneaky Non-Readers	RTUC East Room	150
Love, Dave	The New Carl D. Perkins Vocational and Applied Technology Education Act	SH408	30
McConnell, John	UCSMP – Transition Mathematics Through Advanced Algebra	SS203	35
Meloy, Linda Loxley	DIET With M & M's	SL Study Area	125
Mertz, Marilyn/K. Neece/C. Graham	Music on the Move (MOM)	Music Bus	32
Poellker, Brian	Beauty and Charm at Fermilab	SH325	20
Pyles, Carol	Professional Image and Impact	RTUC Parquet	200
See, Bill	KIDS KITS	SH421	25
Shackleton, Susie	IVCC at Your Finger Tips	SH323	30
Spencer, Byron/D. Elder/R. Reynolds	Teacher Retirement Update	SS216	50
Stanley, Ethel/ C. Rytenski	/KPCOFGS/ - Emphasizing Classification as a Process	SS201	25
Steingass, David	Poetry Writing as a Tool of Composition (Dbl. Session)	SH418	45
Stoeckel, Elsie/ K. Thompson	Collecting and Sharing Data	SH308	35
Taylor, Loren	A Talk to Teachers	K128	64
Wavelength	Communications	ML Dance Studio	30
Webb, Marilyn	Interactive Computer Technology – Chemistry and Drug Education	SH422	35

Visit The Exhibits

B 10:15-11:30

Presenter	Title	Bldg/Room	Cap.
Alexander, John	Ladies: Football	SH420	40
Anderson, Mike	Junk Musical Instruments	ML201	20
Beimler, Gerry	Secondary Mathematics	RTUC Fireplace Room	30
Berams, Ted	Dealing With Difficult People: or How to Look Busy When You're Not!	RTUC Parquet	200
Bielema, Barry	CD-ROM Encyclopedia	SH206	20
Buckler, Rich	An Overview of "The Hands-On Equations Learning System"	SH325	20
Burge, Sue/ R. Hicks	A Preview of the "Illinois Plan For Home Economics Education"	SH407	30
Chelette, Ann	The Teacher's Role in the Diagnosis and Management of Students with Medical Problems	SH318	35
Cooper, Totsie	Proofreading: Maintaining That Quality Image	SL Study Area	125
DeToye, Lela	Scientific Writing: An Instructional Time Saver	SH302	24
Dondeville, Bob	Boy, I'm Good Bulletin Boards	K17	20
Fortinberry, Sheila/ L. Brusa	Macintosh Fundamentals – Featuring LC, the 3 in 1 Computer	SH328	30
Fowler, Beverly	Curriculum Compacting For the Gifted Student in the Regular Classroom	SH308	35
Gallion, Nate	What's New in Science	SH422	35
Gowens, Judy	Motivating At-Risk Students	SL23	54
Hale, Janet	School Volunteers-An Asset to Your Program	SH310	30
Harrison, Phyllis	Give Your Students the HOTS	SS402	25
Hawkins, Larry	Athletics and Academics – A Proper Mix	K Theatre	2000
Hendrickson, Harry	Using Groundwater Models	SS104	35
Hill, Bob	Patello-Femoral Pain in Athletes	SH316	30
Hostetler, Lana	Toward An Anti-Bias Curriculum	K128	64
Hunter-Anderson, Karen	Resource Utilization Available For Social Studies Teachers	SH322	32
Johnson, Paul/ J. Gottlich	Facsimile in Libraries: Yesterday, Today and Tomorrow	SL21	14
Kaufmann, Jack	Multimedia Music Presentation for School Assemblies on Recycling	SS320	68
Kelly, Verne	PROJECT ADAPT – Delivery System for Hearing Disabled Students	SH319	30
Kidder Music Service	Choral Reading Session	K11	75
Klein, Steve	The Mayor's Speech	SH320	30
Krumtinger, Joyce/ K. Bjelland	Multimedia – Myth or Magic?	SL22	18
Kuczen, Barbara	What Happens When Drug and HIV Exposed Babies Start Kindergarten?	SH Albert Taylor	300
Kynell, Michael	Nuclear Energy – A Viable Option For the Future	SH327	30
Langfeld, John	Thinking About Thinking About Teaching About Doing Art	SL18	56
Lesser, Carolyn/ L. Shiles	In Search of Self-Worth – the Teacher as Risk-Taker	RTUC East Room	150
Lionts, Christina/ C. Redfern-Ambler	Multiplying Options and Subtracting Bias	SL8	50
Loyd, Mary/P. Cox/ G. Segner/B. Harris	Building Strong Professional Relationships	SS115	75
McBride, Robert	High Tec P.E.	ML Dance Studio	30
McCarney, Bernard	Econ and Me	SH303	36
McConnell, John	Mathematics After Advanced Algebra	SS203	35
Meloy, Linda Loxley	Gettin' Down and Dirty with IEP's	SL13	42
Merriman, Ria	Let's R.A.P.P.	SH408	30
Mertz, Marilyn/K. Neece, C. Graham	Music on the Move (MOM)	Music Bus	32
Pichon, Ethel/ D. Luallen	The Ethical Dilemma: Teach, Don't Preach	SH421	25
Pratt, Donald	We Wake Up Kids to Dreams	SH309	22
Pritchett, Tammy	Introduction to the Capabilities of the Mac	SH315	25
Rigg, Martha	Working With Children From Dysfunctional Families	RTUC Wood/Mertz	100
Slider, Lee	This Land Favorable Above All Others	SH311	25
Stanley, Ethel	Interactive Genetics: Reebop Models Keep it Simple	SS201	25
Stoeckel, Elsie/ K. Thompson	Electronic Sources of Information	SH323	30
Sundheim, Pamela	Culture Credit: A Creative Outlet for Foreign Language Students	SH312	25
Turner, Mary	Dick and Jane go to the Museum	Gorin Hall	20
Williams, Jim	Pre-Retirement: It's Your Future	SS216	50

cont.

WEDNESDAY, MARCH 27, 1991

C 11:45-1:00

Presenter	Title	Bldg./Room	Cap.
Alexander, John	The Fine Line Between Winning and Losing	SH420	40
Barr, Jim/C. Farris	We Got the Whole World in Our Hands	SS402	25
Becker, Christine	Classroom Survival For Your Back	SH407	30
Bretzel/Judy, C. Schuff/ G. Terpstra/D. Duffy/P. Scoggan/L. Scott	The Harvard Park Station	SS104	35
Bennett, Lois	Breakthrough on Critical Thinking	SH408	30
Beranis, Ted	Dealing With Difficult People: or the Abused Secretary Fights Back!	SL Study Area	125
Borgmiller, Therese	Bringing It All Together – Reading/Math/ Language Arts with the Computer	SH206	20
Bugg, Sondra/ J. Waller	Illinois Will Write On and On	SH308	35
Buttz, B.A.	Cooperative Learning and Special Education	SH318	35
Crawford, Jo Ellen	Equipping Special Needs Students	SL21	14
Davies, Curt	Why Males?	SH311	25
DeBold, Dave	Structuring Fitness Facilities	OG	25
Dobberstein, Scott	Steroids: Identifying the User – Part 2	SH327	30
Drummond, Peter	Prodigy	SH422	35
Forbes, Betty	You Can Teach Music!	ML201	20
Fortinberry, Sheila/ L. Brosa	Multimedia in Education	SH328	30
Friend, Marilyn	Collaboration and Consultation: A Look at Directions for Special Ed.	RTUC Wood/Mertz	100
Grigar, Mary	To Be or Not to Be Successful	SS115	75
Hein, Kristen	Multimedia	RTUC Fireplace R	30
Johannsen, Kenneth	Measure Up – A New Teaching Aid for Mathematics	SS401	20
Kasak, Debbie/ S. Poggi	Middle Level Education in Illinois – Its Status, Its Future	SS320	68
Kearney, Judith	Hot Rod and Company	SH310	30
Kelly, Verne	Interaction Skills Workshop	SH319	30
Kepler, Phyllis	Developing Cross-Cultural Understanding (Dbl. Session)	SL13	42
Klein, Steve	Police in Your Classroom	SH320	30
Kor, Eva Mozes	In Quest of Truth and Justice – Is Mengele Alive?	SL18	56
Krumsinger, Joyce/ K. Bjelland	Multimedia – Myth or Magic?	SL22	18
Kuzcen, Barbara	War, Terrorism and Violence – Helping Children Cope with the Stress	SH Albert Taylor	300
Leadbeater, Patricia	A Novel Approach: Teaching Literature By Genre (Dbl. Session)	SH317	75
Lesser, Carolyn/ D. Schles	Remembering Ten, Renewing Creativity	RTUC East Room	150
O'Hare, Jerry	Tech Prep: Learning For Life	SL8	50
Pichon, Ethel/ D. Luallen	More Than One Right Answer	SH421	25
Poehler, Brian	Beauty and Charm at Fermilab	SH325	20
Rayhill, Susan/ K. Wilmot	Physics Can Be Phun	SH322	32
Reische, Ron/J. Bryan/J. Runner	Roundtable Discussion With Agriculture Teachers	SH309	22
Smith, Al	Successful Integration of Students With Moderate to Severe Handicaps into Regular Public School	RTUC Parquet	200
Smith, Susan	American Artists	K17	20
Spencer, Byron, D. Elder/R. Reynolds	Teacher Retirement Update	SS216	50
Stanley, Ethel	Seeing is Believing: Bio Lab Technology That Works	SS201	25
Steingass, David	Local History(s), an Answer to the History Blahs (Dbl. Session)	SH418	45
Stoeckel, Elsie	Filemaker – Database Training on the Mac	SH315	25
Stowers, Roseanne	Teaching is to Learning What Selling is to Buying	SL23	54
Sundheim, Pamela	Sharing Successful Strategies	SH312	25
Tayor, Loren	How to Tell a Story	K128	64
Waggoner, Bob	Plays, Reviews, and Chorals for Grades 7-12	K11	75
Wallach, Sylvia	"The Hungary Time" Social Studies and Language Arts	ML Dance Studio	30
Wavelength	Teaching: Insights Through Comedy	K Theatre	2000
Wehrend, Darrell	Two Best Ways to STRESS RELIEF	SH316	30
Wilkinson, Nola	Oceanography	SH303	36

D 1:15-2:30

Presenter	Title	Bldg./Room	Cap.
Barkley, Russell	Educational Management of the ADHD Child	K Theatre	2000
Barwick, Susan	Environmental Controls, ADL Aids and Home Adaptions	SL21	14
Bretzel, Judy/C. Schuff/ G. Terpstra/D. Duffy/ P. Scoggan/L. Scott	The Harvard Park Station	SS104	35
Bennett, Lois	Breakthrough on Critical Thinking	SH408	30
Bielema, Barry	Tandy Open Lab	SH206	20
Bromberg, Charlene	1990-91 School Year – A Look at the Illinois High School Association	SH420	40
Buckeye 'n Molly	Bringing the Past to Life	SH Albert Taylor	300
Buckler, Rich	An Overview of "Mathematics Pentathlon"	SH325	20
Burdick, Debbi	Tips For First Year Teachers	SH318	35
Champagne, Ruth	It's All in How You Ask the Question!	SS320	68
Cooper, Tobie	Effective Organizing and Filing Systems	SL18	56
Diaz, Angel	What's Next in the Neuropsychology of Learning	SH319	30
Farmer-Dougan, Valerie	Social Skillstreaming	SH320	30
Fiedler, Barbara	Computers for Special Needs K-3	SH422	35
Fortinberry, Sheila/ L. Brosa	Elementary Curriculum	SH328	30
Fowler, Beverly	Materials and Methods to Use With Gifted Students in the Regular Classroom	SH312	25
Hale, Janet	School Volunteers – An Asset to Your Program	SH310	30
Hamilton, Sheila	Measurement Time and Money	RTUC Fireplace Room	30
Haynes, Thomas	Integration of Academics and Vocational Curriculum	SH303	36
Hoffman, Darlene	Handling Angry Parents: Working Through Instead of "Whimping Out"	RTUC Wood/Mertz	100
Hostetler, Lana	Preparing for Peace in the Early Childhood Years	K128	64
Kerans, Lori	Fitness in Elementary Physical Education Classes and Recess Periods	OG	25
Kidder Music	Choral Reading Session	K11	75
Kynell, Michael	Why Are We Involved in the Middle East?	SH327	30
Lesser, Carolyn/ L. Shles	Sneaky Readers – Sneaky Non-Readers	RTUC East Room	150
Lionts, Christina/ D. Smoot	Career Exploration: The World of Work in the Elementary Classroom	SL8	50
Lyon, Charlotte	Skeletons From the Sea	SH302	24
Merriman, Ria	How to Stay Upbeat While Working with Kids Who Aren't	SLStudy Area	125
Preston, Cynthia/ A. Campbell	Parents Respond to Special Education Teacher	SS115	75
Pritchett, Tammy	Introduction to Desktop Publishing on the Macintosh	SH315	25
See, Bill	KIDS KITS	SH421	25
Stowers, Roseanne	Studying: A Key to Success	SL23	54
Thompson, Karen	Process Writing and The Word Processor for Grades 2-6	SH308	35
Tripp, John	The Stress in Education Today	RTUC Parquet	200
Wallach, Sylvia	Come to "Where the Wild Things Are"	ML Dance Studio	30
Wehrend, Darrell	Two Best Ways to STRESS RELIEF	SH316	30
Williams, Jim	Pre-Retirement: It's Your Future	SS216	50

Visit The Exhibits

THURSDAY, MARCH 28, 1991

E 8:45-10:00

Presenter	Title	Bldg./Room	Cap.
Alexander, John	The Fine Line Between Winning and Losing	SH420	40
Anderson, Mike	Junk Musical Instruments	ML201	20
Barkley, Russell	Educational Management of the ADHD Child	K Theatre	2000
Bretzel/Judy, C. Schuff/ G. Terpstra/D. Duffy/P. Scoggan/L. Scott	The Harvard Park Station	SS104	35
Branch, William	Teachers As Role Models	RTUC Parquet	200
Buckler, Rich	An Overview of "The Hands-On Equations Learning System"	SH325	20
Burge, Sue/R. Hicks	Occupation of Homemaking – Good Things are Happening	SH407	30
Buttz, B.A.	Cooperative Learning and Special Education	SH318	35
Campbell, Lana	Nutrition Update	SH322	32
Cooper, Tobie	Proofreading: Maintaining That Quality Image	SL Study Area	125
Davies, Curt	Why Males?	SH311	25
Diaz, Angel	What's Next in the Neuropsychology of Learning	SH319	30
Dondeville, Bob	Boy, I'm Good Bulletin Boards	K17	20
Fortinberry, Sheila/ L. Brosa	Writing Solutions	SH328	30
Fox, Bob	Administrative Update: Macintosh, Unix, DOS Working Together	SH315	25
Gowens, Judy	Alternatives to Standardized Testing	SL23	54
Grossman, Franz	Taxes in U.S. History	SS203	35
Hein, Kristen	Multimedia in the Classroom	SH422	35
Hicks, Barbara	Working Your Way Through the Agency Maze!	SH302	24
Hoffman, Darlene	Handling Angry Parents: Working Through Instead of "Whimping Out"	RTUC Wood/Mertz	100
Jensen, Paul	Teacher Productivity	RTUC Fireplace	30
Johnson, Paul/ J. Gottlich	Facsimile in Libraries: Yesterday, Today and Tomorrow	SL21	14
Kasak, Debbie/ S. Poggi	Middle Level Education in Illinois – Its Status, Its Future	SS320	68
Kearney, Judith	Hot Rod and Company	SH310	30
Kerans, Lori	Conditioning and Weight Training For Interscholastic Athletes	OG	25
Kidder Music	Choral Reading Session	K11	75
Klein, Steve	Police in Your Classroom	SH320	30
Kor, Eva Mozes	The Human Subject of Nazi Medical Experimentation as Vied by a Survivor	SS115	75
Krumsinger, Joyce/ K. Bjelland	Multimedia – Myth or Magic?	SL22	18
Kuczen, Barbara	War, Terrorism and Violence – Helping Children Cope with the Stress	SH Albert Taylor	300
Kynell, Michael	Why Are We Involved in the Middle East?	SH327	30
Langfeld, John	Illinois Summer School for the Arts	SL18	56
Leadbetter, Patricia	A Novel Approach: Teaching Literature By Genre (Dbl. Session)	SH317	75
Lesser, Carolyn/ L. Shles	Sneaky Readers – Sneaky Non-Readers	RTUC East Room	150
Love, Dave	The New Carl D. Perkins Vocational and Applied Technology Education Act	SH408	30
Lyon, Charlotte	Skeletons from the Sea	SH303	36
Meloy, Linda Loxley	Gettin' Down and Dirty with IEP's	SL13	42
O'Hare, Jerry	Tech Prep: Learning For Life	SL8	50
Pratt, Donald	We Wake Up, Kids to Dreams	SH309	22
See, Bill	KIDS KITS	SH421	25
Shackleton, Susie	IVCC: At Your Fingertips	SH323	30
Spencer, Byron/D. Elder/R. Reynolds	Teacher Retirement Update	SS216	50
Stanley, Ethel/ C. Ryerski	[illegible] – Emphasizing Classification as a Process	SS201	25
Steingass, David	History: The Story of Whatever Happens (Dbl. Session)	SH418	45
Stoeckel, Elsie/ K. Thompson	Collecting and Sharing Data	SH308	35
Sundheim, Pamela	Culture Credit: A Creative Outlet for Foreign Language Students	SH312	25
Taxpayer Service Specialist	Federal Income Tax Information	SS402	25
Taylor, Loren	A Talk to Teachers	K128	64
Wehrend, Darrell	Two Best Ways to STRESS RELIEF	SH316	30

F 10:15-11:30

Presenter:	Title:	Bldg./Room	Cap.
Anderson, Mike	Junk Musical Instruments	ML201	20
Bretzel/Judy, C. Schuff/ G. Terpstra/D. Duffy/P. Scoggan/L. Scott	The Harvard Park Station	SS104	35
Beimler, Gerry	Science and the Computer	RTUC Fireplace Room	30
Borgmiller, Therese	Bringing It All Together – Reading/Math/ Language Arts with the Computer	SH206	20
Buckeye 'n Molly	Bringing the Past to Life	SH Albert Taylor	300
Burge, Sue/R. Hicks	A Preview of the "Illinois Plan for Home Economics Education"	SH407	30
Champagne, Ruth	Number Sense	SS320	68
Cholette, Ann	The Teacher's Role in the Diagnosis and Management of Students with Medical Problems	SH318	35
Collins, Debra	Nutrition and Your Busy Lifestyle	SH420	40
Dobberstein, Scott	Steroids: The Health Risk – Part 1	SH327	30
Dondeville, Bob	Boy, I'm Good Bulletin Boards	K17	20
Fortinberry, Sheila/ L. Brosa	Macintosh Fundamental – Featuring LC, the 3 in 1 Computer	SH328	30
Fowler, Beverly	Curriculum Compacting For the Gifted Student in the Regular Classroom	SS115	75
Gowens, Judy	Motivating At-Risk Students	SL23	54
Greenfield, David	Databases in Libraries Today	SL22	18
Hale, Janet	School Volunteers – An Asset to Your Program	SH310	30
Harrison, Gloria	Educating Visually Impaired Students	SH319	30
Harrison, Phyllis	Give Your Students the HOTS	SS402	25
Hawkins, Larry	Athletes and Academics – A proper Mix	K Theatre	2000
Haynes, Thomas	Integration of Academics and Vocational Curriculum	SH303	36
Hixson, Judson	Who We've Got, Is Who There Is: Restructuring Schools to Meet the Need of Today's Students	RTUC Parquet	200
Hostetler, Lana	Preparing for Peace in the Early Childhood Years	SL13	42
Hunter-Anderson, Karen	Resource Utilization Available for Social Studies Teachers	SH322	32
Johnson, Paul/ J. Gottlich	Facsimile in Libraries: Yesterday, Today and Tomorrow	SL21	14
Klein, Steve	The Mayor's Speech	SH320	30
Koch, Claudia	What Should We Be Doing For Our Gifted Kids	SH302	24
Langfeld, John	Thinking About Thinking About Teaching About Doing Art	SL18	56
Lesser, Carolyn/ L. Shles	In Search of Self-Worth – the Teacher as Risk-Taker	RTUC East Room	150
Lionts, Christina/C. Redfern-Ambler	Multiplying Options and Subtracting Bias	SL8	50
Malcolm, Roger	Physical Science Demonstrations	SH309	22
McCarney, Bernard	Econ and Me	SS203	35
Meloy, Linda Loxley	DIET with M & M's	SLStudy Area	125
Merriman, Ria	Let's R.A.P.P.	SH408	30
Mertz, Marilyn/K. Neece, C. Graham	Music on the Move (MOM)	Music Bus	32
Orwig, Ann	Writing Process 9-12	SH422	35
Pichon, Ethel/ D. Luallen	More Than One Right Answer	SH421	25
Preston, Cynthia/ A. Campbell	Parents Respond to Special Education Teacher	RTUC Wood/Mertz	100
Pritchett, Tammy	Introduction to the Capabilities of the Mac	SH315	25
Sharill, Shirley	So, Who's Teaching Values?	SH308	35
Slider, Lee	This Land Favorable Above All Others	SH311	25
Stanley, Ethel	Interactive Genetics: Reebop Models Keep It Simple	SS201	25
Stoeckel, Elsie/ K. Thompson	Electronic Sources of Information	SH323	30
Sundheim, Pamela	Sharing Successful Strategies	SH312	25
Taylor, Loren	How To Tell A Story	K128	64
Tindell, Dan	Practical Geography in Your Classroom	SH325	20
Turner, Mary	Dick and Jane Go to the Museum	Gorin Hall	20
Waggoner, Bob	Contemporary Choral Styles for Grades 7-12	K11	75
Wavelength	Communications	ML Dance Studio	30
Wehrend, Darrell	Two Best Ways to STRESS RELIEF	SH316	30
Williams, Jim	Pre-Retirement: It's Your Future	SS216	50

cont.

THURSDAY, MARCH 28, 1991

G 11:45-1:00

Presenter	Title	Bldg./Room	Cap.
Becker, Christine	Classroom Survival For Your Back	SH407	30
Bemler, Gerry	Networking	RTUC Fireplace Room	30
Bennett, Lois	Breakthrough on Critical Thinking	SH408	30
Berans, Ted	The Busy Principal Syndrome: or How to Look Busy When You're Not!	SH312	25
Bielema, Barry	CD-ROM Encyclopedia	SH206	20
Bremberg, Charlene	1990-91 School Year – A Look at the Illinois High School Association	SH420	40
Buckler, Rich	An Overview of "The Hands-On Equations Learning System"	SH325	20
Bugg, Sondra/J. Waller	Illinois Will Write On and On	SH308	35
Burdick, Debbi	Modality Testings Done by the Classroom Teacher	SH318	35
Clinton, M.D.	Plan Now for the Rest of Your Life	SS104	35
Coloroso, Barbara	Discipline: Kids Are Worth It	K Theatre	2000
Crawford, Jo Ellen	Equipping Special Needs Students	SL21	14
Davies, Curt	Why Males?	SH311	25
DeBold, Dave	Structuring Fitness Facilities	OG	25
DeToye, Lela	Scientific Writing: An Instructional Time Saver	SH302	24
Erickson, Joan Good	Understanding Second Language Learning Patterns of Culturally Diverse Children	K128	64
Farmer-Daugan, Valerie	Social Skillstreaming	SH320	30
Forbes, Betty	Recorders in the Classroom: Gateway to Music Literacy	ML201	30
Fortinberry, Sheila/ L. Brusa	Multimedia in Education	SH328	30
Greenfield, David	Databases in Libraries Today	SL22	18
Grigar, Mary	To Be or Not To Be Successful	SS115	75
Hale, Janet	School Volunteers – An Asset to Your Program	SH310	30
Hein, Kristen/A. Orwig/S. Hamilton	Writing Process PreK-8	SH422	35
Hill, Bob	What's New in Taping, Bracing and Padding	SH316	30
Hoffman, Darlene	Handling Angry Parents: Working Through Instead of "Whimping Out"	RTUC Wood/Mertz	100
Hostetler, Lana	Toward An Anti-Bias Curriculum	SL13	42
Johannsen, Kenneth	Measure Up – A New Teaching Aid for Mathematics	SS401	20
Kaufmann, Jack	Multimedia Music Presentation for School Assemblies on Recycling	SS320	68
Kelly, Verne	Interaction Skills Workshop	SH319	30
Kepler, Phyllis	Developing Cross-Cultural Understanding (Dbl. Session)	SL18	56
Kidder Music	Choral Reading Session	K11	75
Kor, Eva Mozes	In Quest of Truth and Justice – Is Mengele Alive?	SL8	50
Kuczen, Barbara	What Happens When Drug and HIV Exposed Babies Start Kindergarten?	SH Albert Taylor	300
Kynell, Michael	Why Are We Involved in the Middle East?	SH327	30
Leadbeater, Patricia	Beyond the Basals (Dbl. Session)	SH317	75
Lesser, Carolyn/ L. Shles	Remembering Ten, Renewing Creativity	RTUC East Room	150
McConnell, John	UCSMP – Transition Mathematics Through Advanced Algebra	SS203	35
Mueller, Karen	What Will It Take?	SL Study Area	125
Pichon, Ethel/ D. Luallen	The Ethical Dilemma: Teach, Don't Preach	SH421	25
Rayhill, Susan/ K. Wilmot	Physics Can Be Phun	SH322	32
Reische, Ron/J. Bryan/J. Runner	Roundtable Discussion with Agriculture Teachers	SH309	22
Spencer, Byron/D. Elder/R. Reynolds	Teacher Retirement Update	SS216	50
Stanley, Ethel	Seeing is Believing: Bio Lab Technology That Works	SS201	25
Steingass, David	Developing Narrative Writing Tactics From Poetry, Essays and Stories (Dbl. Session)	SH418	45
Stoeckel, Elsie	Filemaker – Database Training on the Mac	SH315	25
Stowers, Roseanne	Teaching is to Learning What Selling is To Buying	SL23	34
Taxpayer Service Specialist	Federal Income Tax Information	SS402	25
Tripp, John	The Stress in Education Today	RTUC Parquet	200
Wallach, Sylvia	"The Hungary Time" Social Studies and Language Arts	ML Dance Studio	30
Wilkinson, Nola	Oceanography	SH303	36

H 1:15-2:30

Presenter	Title	Bldg./Room	Cap.
Alexander, John	Ladies: Football	SH420	40
Barr, Jim/C. Farris	We Got the Whole World in our Hands	SS402	25
Barwick, Susan	Environmental Controls, ADL Aids and Home Adaptations	SL21	14
Bennett, Lois	Breakthrough on Critical Thinking	SH408	30
Berans, Ted	Some Funny Things – and Some Not So Funny – Happened to Me On the Way to Retirement	SH312	25
Beyer, Thomas	Successful Middle School Integration: Planning and Implementation	SH320	30
Bielema, Barry	Tandy Open Lab	SH206	20
Bryam, Jane	The Magic of the Middle Ages	SH303	36
Buckeye 'n Molly	Bringing the Past to Life	SH Albert Taylor	300
Burdick, Debbi	Tips For First Year Teachers	SH318	35
Campbell, Lana	Nutrition Update	SH322	32
Champagne, Ruth	It's All in How You Ask the Question!	SS320	68
Dobrovteen, Scott	Steroids: Identifying the User Part 2	SH327	30
Engelson, Kathy	Tools for Teaching Recycling in the Classroom	SL13	42
Erickson, Joan Good	Understanding Dialect Patterns of Culturally Diverse Children	K128	64
Forbes, Betty	You Can Teach Music!	ML201	20
Fortinberry, Sheila/ L. Brusa	Elementary Curriculum	SH328	30
Fowler, Beverly	Materials and Methods to Use with Gifted Students in the Regular Classroom	SH407	30
Hamilton, Sheila	Restructuring the Educational Environment Using Computers	SH422	35
Hein, Kristen	Just Publish It!	RTUC Fireplace Room	30
Hill, Bob	Patello-Femoral Pain in Athletes	SH316	30
Hinson, Judson	Who We've Got, Is Who There Is: Restructuring Schools to Meet the Need of Today's Students	RTUC Parquet	200
Kearney, Judith	Hot Rod and Company	SH310	30
Kelly, Verne	PROJECT ADAPT – Delivery System for Hearing Disabled Students	SH319	30
Kerans, Lori	Fitness in Elementary Physical Education Classes and Recess Periods	OG	25
Koch, Claudia	What Should We Be Doing For Our Gifted Kids?	SH302	24
Kruminger, Joyce/ K. Befland	Multimedia – Myth or Magic?	SL22	18
Lesser, Carolyn/ L. Shles	Sneaky Readers – Sneaky Non-Readers	RTUC East Room	150
Lents, Christina/ D. Smoot	Career Exploration: The World of Work in the Elementary Classroom	SL8	50
Malcolm, Roger	Physical Science Demonstrations	SH309	22
McConnell, John	Mathematics After Advanced Algebra	SS203	35
Merriman, Ria	How to Stay Upbeat While Working With Kids Who Aren't	SL Study Area	125
Mertz, Marilyn/E. Neece/C. Graham	Music on the Move (MOM)	Music Bus	32
Pritchett, Tammy	Introduction to Desktop Publishing on the Macintosh	SH315	25
Pyles, Carol	Professional Image and Impact	SS115	75
Rigg, Martha	Working with Children From Dysfunctional Families	RTUC Wood/Mertz	100
See, Bill	KIDS KITS	SH421	25
Sommerville, Ardythe	Groundwater: Illinois' Buried Treasure	SS104	35
Stowers, Roseanne	Teaching is to Learning What Selling is To Buying	SL23	54
Thompson, Karen	Process Writing and the Word Processor for Grades 2-6	SH308	35
Tindell, Don	Practical Geography in Your Classroom	SH325	20
Wallach, Sylvia	Come to "Where the Wild Things Are."	ML Dance Studio	30
Wavelength	Teaching: Insights Through Comedy	K Theatre	2000
Williams, Jim	Pre-Retirement: It's Your Future	SS216	50

Visit The Exhibits

PRESENTATION DESCRIPTIONS

KAREN MUELLER, *Branch Manager Personnel Administration*
Diamond-Star Motors, Normal

"What Will It Take?" G
Ms. Mueller will discuss the selection procedures of new employees and the basic skills necessary in today's workplace.

JERRY O'HARE, *Contract Administrator*
ISBE, Springfield

"Tech Prep: Learning For Life" C,E
Illinois Tech Prep represents an educational track that integrates college preparatory coursework with a rigorous technical education concentration. It is a planned sequence of courses, both academic and technical, that begins at 9th grade and is articulated with a post-secondary experience leading to an associate degree. Because Tech Prep prepares students for a lifetime of learning, it also provides preparation for advanced education such as a four-year baccalaureate degree. Tech Prep prepares students with the skills and competencies necessary to meet employers' performance standards not only for entry level jobs, but also for career advancement. This session will investigate ways Tech Prep can be implemented through the EFE systems and community college districts. Funded Tech Prep projects will present their successes to date.

ANN ORWIG, *Education/Industry Specialist*
IBM

"Writing Process 9-12" F
This presentation will involve a variety of mediums used in teaching students to write—i.e. word processors, electronic encyclopedia, writing programs, CD ROM, hypermedia, desktop publishing, grammar checkers, spell checkers, etc. All participants in this session should walk away with knowledge which can be immediately applicable to their own classroom.

ETHEL PICHON, *Region IV, Education for Employment, Rantoul*
DONNA LUALLEN, *Region III, Education for Employment, Macomb*
Instructional Materials Coordinators

"More Than One Right Answer?" C,F
Employers are asking educators to produce students who know how to identify and solve problems, are flexible enough to learn new skills and can work well with other people. The role of the teacher must change to accommodate these new requirements in decision making and problem solving.

"The Ethical Dilemma: Teach, Don't Preach" B,G
The teacher as the "most experience learner" is a new role educators can use to model and guide students toward the most appropriate content and strategies in solving ethical problems.

BRIAN POELKER, *Science Teacher*
Forman Jr. High, Manito

"Beauty and Charm at Fermilab" A,C
This unit has been developed by the Friends of Fermilab to provide junior high and middle school students with an opportunity to experience the excitement of science. The activities present problems similar to those faced by particle physicists. We will explore some of these activities and provide you with a means to take your students on a tour through Fermilab. Limit 24 participants per session.

CYNTHIA PRESTON, *Parent, San Bernardino, CA*
ANN CAMPBELL, *Professor, Child Development/Family Relationships*
Middle Tennessee State University, Murfreesboro, TN

"Parents Respond to Special Education Teacher" D,F
This presentation provides educators with the unique perspectives of a researcher on what teachers should know and understand in order to work effectively with parents of children placed in special education and a mother (currently completing her degree in education) who has dealt with special educators in four states. Learn strategies for building parent-teacher relationships.

DON PRATT, *Director, Junior Achievement*
Decatur

"We Wake Up Kids to Dreams" B,E
In everyone's search for excellence these days, where do the kids belong? Kids with dreams who need direction, advice. They need the facts of life, business life. Join us for an introduction to the programs of Junior Achievement including the Newest Program, "The Economics of Staying in School". Be the first to take advantage of these new materials. (4-12)

TAMMY PRITCHETT, *Educational Representative*
MicroPOWER Connecting Point, Springfield

"Introduction to the Capabilities of the Mac" B,F
This is a hands-on opportunity to explore mouse-controlled features of a Macintosh. Introduction to a word processor will be included.

"Introduction to Desktop Publishing on the Macintosh" D,H
This is your opportunity to try your hand at using a desktop publishing program. Learn how the Mac can turn your words into attractive, professional-looking documents.

CAROL PYLES, *Dean/Professor, Health/PE/Recreation*
Eastern Illinois University, Charleston, IL

"Professional Image and Impact" A,H
People make decisions about you daily based on appearance and impression. Dr. Pyles will share strategies for peak performance as you attempt to be your best and to project your best.

SUSAN RAYHILL, *Science Strategist*
KEVIN WILMOT, *Elementary Teacher*
Decatur Public Schools #61

"Physics Can Be Phun" C,G
This hands on workshop will give teachers some inexpensive activities and ideas which teachers can use to enhance the teaching of any adopted science curriculum.

RON REISCHE, *Agriculture Consultant, ISBE*
JEFF BRYAN, *FCAE Field Advisor, Macomb*
JAY RUNNER, *FCAE Field Advisor, Urbana*

"Roundtable Discussion With Agriculture Teachers" C,G
The panel will discuss your questions concerning the organization and facilitating of services and funding for agriculture education. All Ag teachers and system directors are encouraged to attend.

MARTHA RIGG, *Outpatient Coordinator*
Geoghegan Recovery Center, Decatur

"Working With Children From Dysfunctional Families" B,H
We will gain insight into the roles taken on by children and adults in a dysfunctional family system. We will recognize how this is perpetuated in the classroom on the part of students and teachers. Strategies to effectively create a healthy family in the classroom will be shared.

BILL SEE, *Teacher, Instructional Leader/Library Services*
Springfield

"KIDS KITS" A,D,E,H
(Kids Interest Discovery Studies KITS) are organized sets of multimedia materials designed to elicit active student involvement in higher level thinking skills and independent learning. High interest materials, varying in terms of difficulty and learning style, makes kits appropriate for library, classroom, special education or gifted/talented programs. KIDS KITS are designed to strengthen students learning and retention through active participation in resource based application of information.

SUSIE SHACKLETON, *Librarian*
IL Voc. Curriculum Center, Springfield

"IVCC: At Your Fingertips" A,E
The IVCC maintains a free loan library of curriculum guides textbooks and audio-visual materials in the area of vocational and career education. The IVCC is your source for Tech Prep and technology. How to access these materials will be discussed complete with a dial-up demonstration of the IVCC library on-line.

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ILLINOIS
DEPARTMENT
OF
CORRECTIONS

HOWARD A. PETERS II
Director

Illinois Youth Center—Joliet
2848 West McDonough Street / Joliet, Illinois 60436 / Telephone (815) 741-8148

May 8, 1991

Judy Warthen
Instructional Materials Coordinator
ISBE-DAVTE Region 2
1101 East 3rd Street
Kewanee, Illinois 61443

Dear Judy:

I just wanted to thank you again for your participation in the DOC School District 428 regional in-services.

All the comments from our teachers were very positive and enthusiastic.

Again, thank you for stepping in on such short notice and providing us with such a stimulating workshop.

Hopefully, we can have the opportunity to work together in the future.

Sincerely,

Janet M. Meyer

Janet M. Meyer
Northern Coordinator
D.O.C. School District 428

JMM:so

Learning Styles and the Vocational Student

Speaker: *Denise Davis*, Doctoral Student, Northern Illinois University. The importance of recognizing and knowing the basic learning styles can help you better understand those of your students. Discussion will focus on awareness of learning styles and applications for teaching.
Room # 2 (rear of Grand Ballroom)

Tech Prep, How's It Going?

Panel Members:

Dr. Arthur Pitz, Assistant to Vice Chancellor, Blackhawk College.
Gordon Kinkhead, Training Coordinator, John Deere Harvester, East Moline.
Karen Johnson, System Director, Tri County Vocational Region.
Dr. John Allen, Associate Dean, Career Education, Illinois Valley CommunityCollege.
Dick Graff, System Director, Starved Rock Associates for Vocational and Technical Education.
Ivan Jern, System Director, CIVIC.

Room # 3 Grand Ballroom

BREAKOUT SESSIONS 1:00 - 2:15

School to Apprenticeship

Speakers, *Jeanette Elliott*, Apprenticeship & Training Representative, Rockford office, and *Dick Corwin*, Apprenticeship & Training Representative, Peoria office. What opportunities are available in apprenticeship programs? How can students prepare for an apprenticeship? These are just a few of the questions that will be addressed in this session.
Room # 1

Math and Science for Vocational Students at All Levels

Speaker, *Judy Warthen*, Instructional Materials Coordinator. Hands on activities will be used to demonstrate the many ways intergration of math and science can occur in your school. Materials and delivery methods will be explored as well as a focus on the infusion of Applied Math Modules.
Room #2 (rear of Grand Ballroom)

MENDOTA - April 17, 1991

CHICAGO PUBLIC SCHOOLS

Ted D. Kimbrough
General Superintendent of Schools

Bureau of Home Economics • Department of Vocational and Technical Education
1819 West Pershing Road • Chicago, Illinois 60609 • Telephone 1-312/890-8860

Alyce G. Hammons

May 2, 1991

Ms. Mary Waters
Instructional Materials Coordinaor
Curriculum Revitalization Project
Tri-County Educational Service Center
105 Sage St.
Channahon, IL 60410

Dear Ms. Waters:

On behalf of the Illinois Vocational Association for the Advancement of Black Americans in Vocational Education and the Bureau of Home Economics, Department of Vocational and Technological Education of the Chicago Public Schools, I wish to express our sincere gratitude for the time and much evident interest, demonstrated in your presentation for Seminar II "Integration of Academics and Entrepreneurial Education into Vocational Education." Your contributions have greatly enriched the vocational teachers who attended this conference and you played a vital role in assisting us in reaching our goals.

We appreciate the professional interest you have shown in this endeavor and we solicit your continued support and help. It is with great appreciation that I thank you for taking the time to share your expertise with the Chicago Public Schools Vocational Educators.

Sincerely,

Alyce G. Hammons

Alyce G. Hammons
Bureau of Home Economics

Central Region ABE/SPECIAL EDUCATION Inservice
Illinois River Correctional Center
April 25, 1991

AGENDA

9:00 a.m. - 11:30 a.m. Room #~~2~~ 7	Session A - Special Education (Agenda provided at Meeting) Dane Eggertsen Pam Jurkoshek Jim Bronkma, S.I.U. Dept. of Sp.Ed.
Room #11	Session B - ABE-Managing Cultural Diversity in the Classroom Nancy Harris, ISBE Program Improvement Dept.
Room #~~12~~ 2	Session C - ABE- Problem Solving Techniques for Teaching Math & Reading to Low Level Students Donna Luallen, ISBE DAVTE Region 3 Instructional Materials Coordinator Judy Warthen, ISBE DAVTE Region 2 Instructional Materials Coordinator
11:30 a.m. - 12:30 p.m. Culinary Arts Room	Lunch
12:30 p.m. - 3:00 p.m. Room 11-12	Relationships: A Positive Challenge Lorraine Gutsche, Consultant

McHenry County Cooperative for Employment Education

May 10, 1991

Mary Waters, Region I IMC
ISBE/DAVTE
Tri-County Educational Service Center
105 Sage Street
Channahon, IL 60410

Dear Mary;

I was doing a little office clean-up this morning and ran across the enclosed materials. I don't think that I've borrowed any others from you. If you are missing a resource and think I might have it, give me a call.

Thanks again for all your assistance this past year. Your efforts and those of your project have been GREATLY APPRECIATED. Wendell and Bettye should also be congratulated for the training they had the IMC's go through. In my opinion, the IMC project has been the most helpful of any funded project since I started in the position as a System Director in 1987. I hope that DAVTE will see fit to provide this type of service through their occupational consultants in the near future.

Best wishes in your job search.

Sincerely,

Paul J. Meyer
System Director

enclosures: Gen. Math Skills: resource directory
Gen. Math Skills: user manual
Tri-County ESC Software Listing

2100 N. Seminary Avenue ■ Woodstock, Illinois 60098 ■ (815) 338-2616

TEAMWORKING
people working together

City Colleges of Chicago
Harold Washington College
Chicago, IL

15 March 1991

Prepared and presented by
Mary Waters and Don Smoot

Name ______________________________

Agenda

Tuesday, April 30, 1991
Whiteside Area Vocational Center
Sterling, Il 61081

Introduction to the Integration of Formal Education, Vocational Training, and Business & Industry

9:00-9:30	**Registration & Introduction**
9:30-9:35	**Welcome**-Robert Barragree
9:35-10:30	**Keynote Speaker**
	Judy Warthen
10:30-10:45	**Break**
10:45-11:30	Judy Warthen--Video (Prep.-Tech.)-- Z. Hall
11:30-12:30	**Lunch**
12:30-2:00	**Business/Industry Visits**
	National Mfg., Route 30 E., Rock Falls
	Wahl Clipper Corp., 2902 Locust Rd., Sterling

ILLINOIS VALLEY COMMUNITY COLLEGE

April 18, 1991

TECH PREP WORKSHOPS
SPRING SEMESTER 1991

Thursday, January 31, 1991	Kick-off Meeting (Mr. Bruce Ricklin) Illinois Valley Banquet Center - 4:00 PM
Thursday, February 21, 1991	Team Building (Mr. Dan Serafini) Room C-316 - 4:00 PM
Monday, February 25, 1991	Change Agents & Activators (Dr. Bill Gooch) - Room D-225 - 4:00 PM
Thursday, February 28, 1991	Technology: Terminology & Concepts (Mr. John Marzetta) - Room D-225-4:00 PM
Thursday, March 21, 1991	Focus Meeting (High School Pilot Teams) Room C-316 - 4:00 PM
Thursday, March 28, 1991	Focus Meeting (Community College Staff) Room C-316 - 4:00 PM
Thursday, April 11, 1991	Performance Standards (Mr. Joel Schieder, Mr. Dave Dimmlich) Room C-316 - 4:00 PM
Tuesday, April 16, 1991	Integration of Academic and Vocational-Technical Education (Dr. Gene Bottoms) Room D-225 - 4:00 PM
Thursday, April 18, 1991	Employability Skills (Ms. Judy Warthen - Academic Teachers & Counselors) **Room C-316** - 4:00 PM Manufacturing Technology Curriculum - (Mr. Ron Engstrom - Vocational Technical Teachers) - **Room C-105--4:00PM**
Thursday, April 25, 1991	Applied Mathematics/Applied Communications Workshop (Dr. Franz Loepp) - Room D-225---4:00 PM
Monday, April 29, 1991	Tour of Carus Chemical Company, La Salle (Mr. Doug Smith) - LaSalle Facility--4PM
Tuesday, April 30, 1991	Cooperative Learning Styles (Mr. Bruce Ricklin) - Room D-225--6:00PM
Thursday, May 9, 1991	Transition Meeting (Wrap-up Grant Year/ Discuss Plans for FY 1992 Grant) Room D-225---4:00 PM

Mt. Vernon Conference
Oct. 25-26

Mt. Vernon High School, Mt. Vernon, IL

Directions & Innovations in Education

★New in Ninety
Training Sessions - Center Colored Pages
Pre-registration Required

1990

SESSIONS

Gavlisky, Cindy	2,6
Gonzalez, Lori	1,3,5,7
Idol, Lorna	5,6
Leiberman, Gail	2
Lloyd, Dorothy	3,5,7
Phelan, Thomas	(Dbl) 1-2, 3-4, 5-6, 7-8
Ray, Helen	5
Schaffer, Sue	2
West, Sally	2,5,7
Williams/Gray	3,5,7
Williams, Susan	2,5,7

VOCATIONAL EDUCATION

Bogle, Jan	2,6
Brown, Karen	3
Engstrom, Ron	2,3,4
Hicks, Ruth	3
Loepp, Franzie	(Dbl) 3-4
Richardson/Washburn	5
Schreck, Bill	2,4
Voc Ed Integration	5,6
Washburn, John	1
Weitl, Ken	2

COMMERICAL EXHIBITORS

Addison-Wesley Pub. Co.
American Academic
American Investment Services, Inc.
AMSCO School Pub., Inc.
Apple Branch
Beckley-Cardy Co.
Bradburn School Supply
C & D Silkscreening
Casey Enterprises, Inc.
CIPS
Connecting Point Computer Center
Cross Electronics
Curriculum Asso. and Sundance
D.C. Heath Co. (Secondary)
Da-Com Corporation
Dick Blick Art Material
Discovery Toys
Dura Clad Books
Educational Activities Inc.
EMC Publishing
Farmstead Pecan Co., Inc.
Financial Ins. Service
Glencoe/McGraw-Hill
Globe Book Co.
Hammond & Stephens Co.
Harcourt Brace Jovanovich
Heritage Distributing Co.
Holt Rinehart & Winston
Horace Mann Insurance Co.
Houghton Mifflin Co.
Illinois Pork Assoc. Women
J. S. Latta Company
Kentucky School Service
Klienhenn Company
Lakeshore Curriculum
Macmillan/McGraw-Hill School Div.
McDougal, Littell & Co.
Mel's Jewelry & Coins
Midwest Visual
Modern Curriculum Press
Mr. Z's Fund Raising Corp.
Mrs. B's Teacher Supplies
National Textbook Company
Nestle Beich, Inc.
Obermeier's
Open Court Publishing Co.
Prentice Hall School Div.
Psychological Corporation
QSP
Rand McNally Ed. Publisher
Samuel Music Co.
Scholastic Inc.
School Specialty Supply
Science Research Assoc. Inc.
Scott, Foresman & Co.
Shattinger Music Co.
Shick School & Office
Silver Burdett & Ginn
So. IL Schools Credit Union
South-Western Publishing
Sportswear Designs
St. Louis Dist. Dairy Council
Stack The Deck Writing Pro
The 3 R's Learning Material
The Southern Illinoisan— NEI Program
The Teacher's Aid
The Variable Annuity Life Ins. Co.
The Wright Group Publishers
World Book—Childcraft
Zaner-Bloser

NON-COMMERCIAL EXHIBITORS

American Cancer Society
American Heart Association
American Lung Association
Assoc. of IL Soil and Water
Curriculum Revitalization Project
IL Beef Council
IL Dept. of Employment Security
IL F.P.S.B.
IL Vocational Curriculum Center
Jeff Co. Teach Credit Union
Mitchell Museum
National Defusion Network
Nutrition Ed Training
Occupant Safety Program
Region Six Voc. Leaders Assoc.
Regional Supt. of Schools Ham-Jeff
Rend Lake College
Secretary of State's Office
SIITA
So. IL Reading Council
WSIU WUSI TV- Broadcasting Service

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QUINCY CONFERENCE 18

TEACHING Touches Tomorrow

October 11 & 12, 1990

Thursday 8:00 a.m. - 4:30 p.m.
Friday 8:00 a.m. - 12:30 p.m.

Quincy Senior High School
3322 Maine, Quincy, Illinois

Baldwin Intermediate School
3000 Maine, Quincy, Illinois

Sponsored by:
Quincy Public Schools
Myrl Shireman, Superintendent
Adams-Pike Educational Service Region
Hon. James P. Steinman, Superintendent
Educational Service Center #11

Directors:
Ann K. Behrens
Mike Ellerman
Marilyn C. Myers

THURSDAY, OCTOBER 11, 1990

1:30-3:20 p.m.

WORKSHOP

Beck, Al, and Dr. Lee Hammer
"Shaping and Re-Shaping the Active Process of Discovering Ideas"
Culver-Stockton College, Canton, MO
Introduced by: Dave Brown
All A118

Sorenson, Dr. Henry
"Algebra is Child's Play with HANDS-ON Equations"
President, Sorenson and Associates
Allentown, PA
Introduced by: Jan Cory
3-8 .... E209

Lockert, Mike
Puppetry: An Aid to Reading and Language Arts"
Normal, IL
Introduced by: Marilyn Smith
Preregistered participants D209-213

Moorman, Nancy
"The Four Conditions of Self-Esteem"
Consultant for Institute for Personal Power
Bay City, MI
Introduced by: Nancy Venegoni
All E211-213

2:30 p.m.-3:20 p.m.

ADDRESS

Mallet, Jerry
"Motivating Children to Read Through Humor"
University of Findlay, Findlay, OH
Introduced by: Sunni Straub
All .... High School Auditorium

May, Jim
"Storytelling, A Human Language in a Computer Age"
Woodstock, IL
Introduced by: Marc Kristo
All .... Library

CURRICU-LAB

English, Tim
"Science Fun Centers"
KIDACTICS, Bushnell-Prairie City Elementary School
Introduced by: Debbie Neiderhauser
K-8 .... E111

Hrebic, Herb
"Practical Ideas for Teaching Composition"
Publisher, Consultant/Stack the Deck Writing Project
Tinley Park, IL
Introduced by: Doris Malecarne
All D210

Jensen, Jack
"What are the Effects of Ability Grouping on Students?"
Mill Creek Elementary School, Columbia, MO
Introduced by: Joan McDearmon
All D208

Johannsen, Dr. Kenneth
"MEASURE UP - A New Teaching Aid for Mathematics"
NEK Enterprises, Inc., Arlington Heights, IL
Introduced by: Joan Klimstra
K-8 .... D221

Lueckenhoff, Mark
"Kids' Network"
Lewis County C-1 School, Ewing, MO
Introduced by: Tom Keeke
All E107

Luedke, Sharon
"Rhythmic Activities for Pre-School Children"
Southern Illinois University, Edwardsville, IL
Introduced by: Ann Guthrie
Pre-School .... Baldwin Round Room

Marusea, Toni
"Latest IBM Computer Technology Meets Educator's Needs Today"
Educational Consultant, IBM Corporation
Introduced by: Ed Bubb
All E112

Reeve, Mary
"Retirement Planning for Educators with Tax-Sheltered Annuities"
A.G. Edwards and Sons, Inc., Quincy, IL
Introduced by: Charles Akright
All D209

Zwicki, Julie
"Building Self-Esteem"
Laughlin Pavilion, Kirksville, MO
Introduced by: Shane Barnes
All E113

2:30 p.m.-4:20 p.m.

WORKSHOP

Barclay, Dr. Kathy
"Whole Language: Where Does It Begin?"
Western Illinois University
Introduced by: Mary K. Blazel
K-8 .... B212

Dews, Dr. Peola Butler
"Communication and Esteem-Building"
Educational Consultant, Winter Park, FL
Introduced by: George Harris
All A112

Gabler, Dr. Robert
"Geography: Teaching for Tomorrow"
Western Illinois University
Introduced by: Pat Hertz
All E207

Moorman, Chick
"Developing Positive Attitudes in Students"
Director of Institute for Personal Power, Bay City, MI
Introduced by: Connie Graff
All E206

Perry, Dr. Ron
"Magic Word-Attitude"
Laughlin Pavilion, Kirksville, MO
Introduced by: Kathy Mansell
All E210

Zimmerman, Mark and Margaret Pollard
"Visual Literacy and the Use of Instant Photography in the Classroom"
Introduced by: Claire Goertsch
Preregistered Participants Only E104-106

Shepard, Kent
"Using Games to Enhance Math Instruction"
Touton Grade School, Touton, IL
Introduced by: Barb Tripp
K-8 .... E223

Sweetman, Tom and Judy Werthen
"20+ Infusion and Integration Activities"
Hillsboro Community Unit School District #3
Introduced by: Steve Myers
7-12 .... E208

Wooten, Mildred
"Psychological Impact: Issues of Sexual Abuse/Strategies for Families/Treating the Sexually Abused Child"
Project Manager of Post Adoption Services of Spaulding for Children, Southfield, MI
Introduced by: Dave Lewis
All A109

3:30 p.m.-4:20 p.m.

CURRICU-LAB

Barton, Joe Ann
"Underachieving Gifted Students"
Educational Service Center, Sterling, IL
Introduced by: Bill Griffith
All D204

Sorenson, Dr. Henry
"Algebra is Child's Play with HANDS-ON Equations"
President, Sorenson and Associates
Allentown, PA
Introduced by: Donna Wilson
3-8 .... E209

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FRIDAY, OCTOBER 12, 1990

McGee, Mary Beth
"Sharing Ideas on Wellness"
Director, Community Drug Prevention, Quincy Public Schools
Introduced by: Cindy Sagarese
All E107

Marusea, Toni
"Latest IBM Computer Technology Meets Educators' Needs Today"
Educational Consultant, IBM Corporation
Introduced by: Dennis Rinsberg
All E109

Orton, Carleen
"How to Teach About AIDS in the Classroom"
Adams County Health Department
Introduced by: Ken Mansell
All E112

Panel
"Attitudes and Awareness About Entrepreneurship Education"
Teacher Panel from Adams and Pike Counties
Introduced by: Dennis Everly
7-12 .... E113

Ellis, Sandy
"Don't Remediate - IL Network of Accelerated Schools"
State Board of Education, Springfield, IL
Introduced by: Diana Yeck
All D203

Porter, Carol
"Whole Language: Literature Strategies and Classroom Applications"
Mundelein, IL
Introduced by: Pat Thompson
K-3 .... D204

Post, Marilyn
"How Trauma of Family Abuse Leads to Arrested Development in the Classroom"
Learning Center, Inc., Quincy, IL
Introduced by: Marynelle Inman
All E211-213

Robinson, Linda and Carol Schneider
"Technology as a Tool for Young Children" (Part 2)
Western Illinois University and Macomb Project
Introduced by: Diann Waggoner
K-3 .... E206

Vogl, Robert and Sonia
"Solar Solutions: Educational Uses of Solar Electricity"
Northern Illinois University
Introduced by: Jean Lugo
7-12 .... E226

Welch, Sue
"Newspapers Excite Worn-Out Students, and Teachers, Too!"
Quincy Herald-Whig
Introduced by: Charlotte Stroot
All E210

10:30 a.m.-12:20 p.m.

WORKSHOPS

Stern, Dr. Alvera
"What Really Works in Prevention"
Illinois Department of Alcoholism and Substance Abuse, Carol Stream, IL
Introduced by: Roger Francour
K-3 .... E104-106

Sweetman, Tom and Judy Werthen
"20+ Infusion and Integration Activities"
ISBE/DAVTE, Hillsboro, IL
Introduced by: Johanna White
7-12 .... E223

Wilson, Phil
"Kids for Conservation: An Investment in Natural Resources for Today and Tomorrow"
Department of Conservation, Springfield, IL
Introduced by: Bob Rheinberger
K-12 .... Baldwin 73

Wooten, Mildred
"Psychological Impact: Issues of Sexual Abuse/Strategies for Families Treating the Sexually Abused Child"
Spaulding for Children, Detroit, MI
Introduced by: Dick Thompson
All .... Baldwin Round Room

11:30 a.m.-12:20 a.m.

ADDRESS

Therrien, Mark
"Playing for Self-Esteem"
InnerPlay, Lakewood, WI
Introduced by: Paul Koscielski
All C109-110

CURRICU-LABS

Barton, Joe Ann
"Underachieving Gifted Students"
Educational Service Center, Sterling, IL
Introduced by: Carol Shubinski
All A109

Sorenson, Dr. Henry
"Algebra is Child's Play with HANDS-ON Equations"
Sorenson and Associates, Allentown, PA
Introduced by: Karen Adam
3-8 .... D206

Cramer, Dr. Gene
"What Teachers, Administrators and Parents Can Do" (ICARE)
University of Illinois, Chicago, IL
Introduced by: Carla Churchill
All B212

Farley, Colleen
"Building Self-Esteem"
Laughlin Pavilion, Kirksville, MO
Introduced by: Lee Pappas
All D221

Fillman, Dennis
"Computer Software"
President-Elect, Illinois Council for the Teaching of Math, Skokie, IL
Introduced by: Linda Lasker
7-12 .... E107

Hrebic, Herb
"Practical Ideas for Teaching Composition"
Publisher, Consultant/Stack the Deck Writing Program
Tinley Park, IL
Introduced by: Chris Endebrock
7-12 .... E109

IL Arts Council: Joanne Vena, Mary Jane Taylor, Jody Morrill
"Using Artists in the Classroom"
Chicago, IL
Introduced by: John Boewe
All A112

Jensen, Jack
"What Are the Effects of Ability Grouping on Students?"
Mill Creek Elementary School, Columbia, MO
Introduced by: Jude Ney
All .... Library

Neale, Sharon
"Using Folktales in the Classroom"
Flossmoor School District #161, Flossmoor, IL
Introduced by: Pat Damm
K-8 .... B201

FY 91 REGIONAL DEVELOPED STAFF IN-SERVICE

WORKSHOP: INTEGRATING CURRICULUMS

This workshop is intended to bring vocational and academic staff together so they may be able to share ideas and work together to provide the best possible learning environment for a student. Different strategies on integrating curriculum will be presented. Staff will have time to begin work on developing strategies which integrate the curriculum.

ALL WORKSHOPS: Place: Joliet Junior College, Room D2001
Time: 4:15 - 6:15

1. Sept. 26, 1990: Articulation Workshop
   Presenter: **Mary Waters**
   This workshop will be held for the chairs of each program planned for articulation during FY91. $30. stipend for attendance will be paid.

2. Sept. 27, 1990: Problem Solving Workshop
   Presenter: **Mary Waters**
   Phone in registration required. Limited to first 100 registrants. $30. stipend for attendance will be paid.

3. Oct. 2, 1990: Integrating Curriculums
   Presenter: **Mary Waters**
   Phone in registration required. Limited to first 100 registrants. Math, Science, and English staff as well as Vocational staff are invited to this workshop. $30. stipend for attendance will be paid.

4. Oct. 4, 1990: Integrating Applied Math Modules in Voc.Ed.
   Presenter: **Mary Waters**
   Phone in registration required. Limited to first 100 registrants. Math, Science and English staff as well as vocational staff are invited to this workshop. $30. stipend for attendance will be paid.

5. Oct. 11, 1990: Integrating Applied Communications Modules in Vocational Education
   Presenter: **Mary Waters**
   Phone in registration required. Limited to first 100 registrants. Math, Science and English staff as well as vocational staff are invited to this workshop. $30. stipend for attendance will be paid.

6. Nov. 6, 1990: Critical Thinking
   Presenter: **Mary Waters**
   Phone in registration required. Limited to first 100 registrants. $30. stipend for attendance will be paid.

7. Nov. 13, 1990: Employability Skills/Voc. Ethics/Transition
   Phone in registration required. Limited to first 100 registrants. $30. stipend for attendance will be paid.

REGION IV
BUSINESS EDUCATION CONFERENCE

November 30, 1990

AGENDA

Welcome	Lillian Greathouse, IBEA President
9:45 a.m. - 11:00 a.m.	Technology for Today and the Future Presented by IBM Corporation
11:00 a.m. - 12:00 p.m.	Resource Room
12:00 p.m. - 1:00 p.m.	Buffet Lunch
12:30 p.m. - 1:00 p.m.	Tech Prep and Business Education Roger Lupt, Eastern Illinois University
1:00 p.m. - 2:00 p.m.	Breakout Sessions Entrepreneurship, Roger Uhe, DAVTE Vocational Ethics, Ethel Pichon, Instructional Materials Coordinator
2:00 p.m. - 2:30 p.m.	Conclusion and Evaluation

For further assistance contact:

Ethel Pichon
Instructional Materials
Coordiinator

800-252-1108

Technical Advisory Council for Teacher Integrated Curriculum

DAVTE

TACTIC

2nd THOUGHTS

December 4, 1990, Vol I, No. 2

Sponsor: IL Department of Adult, Vocational, & Technical Education

TACTIC SPARKS IDEAS

Project Administrative Assistant
ROXIE DRAKE, Box 1106, SIUE
ISBE-DAVTE--LINDA LAFFERTY, DAVTE
IL State Board of Education
100 N 1st, Springfield, IL 62777
217-782-4620; 217-782-0679 FAX
Adult Education--DUANE RANKIN, Director
Adult Education Service, SIUE, Box 1128
Agriculture Educ--TIM VanHOLVEN, Agro-bus.
Lewis/Clark Com. College, Godfrey, IL 62035
Business/Distrib Educ--BETTY NINNIS
Belleville West High School
27 Lake Ineg Drive, Belleville IL 62221
Business/Industry--DANIEL MAGRUDER
COCA, Inc., PO BOX 596, Maryville, IL62062
Elementary Education--Dr. BILL GALLAGHER
School of Education, Box 1122, SIUE
English--Dr. CAROLYN KROPP
Box 1431, SIUE
Health Occup.--DARLENE FRANSCAVICH
Mt. Vernon High School
320 S 7th St., Mt. Vernon, IL 62864
Home Econ--AMY PASCHEDAG, Bethalto HS
200 School St., Bethalto, IL 62010
Labor--DON GILJUM, Director, Local 148
148 Wilma Drive, Collinsville, IL 62234
Labor Alt.--PENNY SANDERS, Inter'l Ladies
Garment Workers.314 Broadway, St. Louis, MO
Mathematics--Dr. MARILYN HASTY
School of Sciences, Box 165, SIUE
Math Alt.--DIANE WINNEY, Collinsville High
2201 S. Morrison, Collinsville, IL 62234
Parent--MARIANNA McNALLY, Apt A-1
420 E Vandalia, Edwardsville, IL 62025
Science--Dr. VIRGINIA BRYAN
School of Sciences, Box 1652, SIUE
Science Alternate-- Dr. FRED ZURHEIDE
School of Sciences, Box 1654, SIUE
Secondary Education--Dr. RUDY WILSON
School of Education, Box 1122, SIUE
Social Science--Dr. JOHN GALLAHER
Historical Studies, Box 1454, SIUE,
Special Education--Dr. ROBERT WAGNER
School of Education, Box 1147, SIUE
Technical/Industrial Ed--WELDON STEVENSON
Auto Mechanics, J B Johnson Vocational Center
Humboldt Road, Alton, IL 62002
Vocat. Reg V Rep--TOM SWEATMAN, Hillsboro
School, 1311 Vandalia Rd, Hillsboro, IL62049

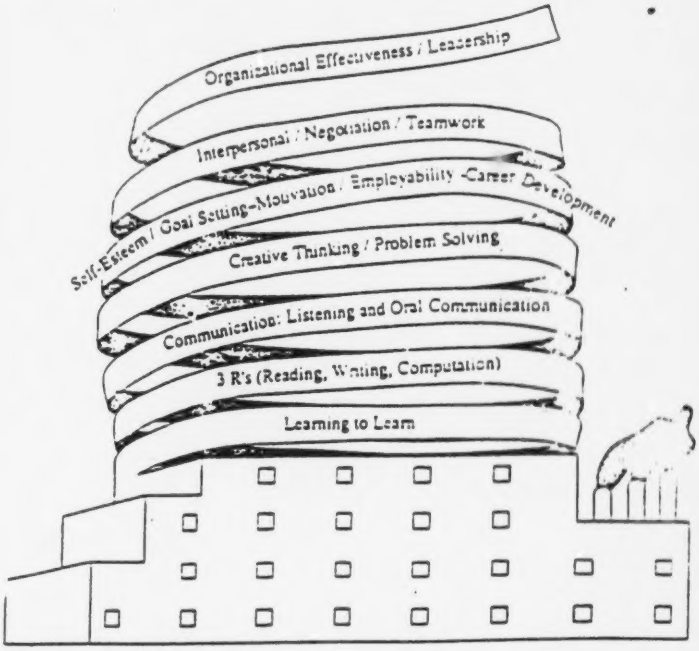
COMING EVENTS

The Seven Skill Groups

Today's workplace demands not only a good command of the three R's, b
more. Employers want a new kind of worker with a broad set of workpla
skills- or at least a strong foundation in the basics that will facilitate learni
on the job. (Editors Note: Education for Employment is everyone
responsibility, not just the "vocational teacher," but all teachers! If Americ
schools don't address these skills throughout their curriculum, our nati
cannot hope to be competitive in our technological world.)

Listed below are the seven skill groups employers demand.

The Seven Skill Groups.


Organizational Effectiveness / Leadership
Interpersonal / Negotiation / Teamwork
Self-Esteem / Goal Setting–Motivation / Employability -Career Development
Creative Thinking / Problem Solving
Communication: Listening and Oral Communication
3 R's (Reading, Writing, Computation)
Learning to Learn

(Taken from Workplace Basics, The Essential Skills Employers Want,
Anthony P. Carnevale, Leila J. Gainer, and Ann S. Meltzer, 1990.)

Reprinted from ICOVE, Illinois Council of Vocational Education.

G•A•L•A•X•Y

★ ★ ★

91

HOME ECONOMISTS: MAKE IT HAPPEN!

PHEASANT RUN
RESORT HOTEL
ST. CHARLES, IL
FEBRUARY 28,
MARCH 1 - 2, 1991

Sponsored By:
Illinois Association of Extension Home Economists
Illinois Home Economics Association
Illinois Vocational Home Economics Teachers Association

GALAXY 1991

FRIDAY — MARCH 1, 1991

Registration	7:30 to 11:00 a.m.	Solarium
Continental Breakfast	7:30 to 8:30 a.m.	Governor's Hall
IHEA members	Chamber II	
General Breakfast Area	Chambers V and VI	
Optional Morning Tours	8:45 to 12 Noon	All Tours Leave From Main Front Entrance
Exhibits	10:00 to 7:00 p.m.	Governor's Hall
Workshop Session I	9:00 to 10:30 a.m.	
A. Patricia Ball: "Hear What I Say-Understand What I Mean"		Ruby
B. Susie Differding: "Interiors Today"		Utrillo
C. Joe Pankau: "Teenage Sexuality-Has Anything Changed???"		Jade
D. Carol Cerny-Decelles: "Financial Planning Doesn't Cost—It Pays!"		Gauguin
E. Yvonne Gentzler: "Home Economics in the 90's"		Turquoise B
F. Carly Hellen: "Alzheimers Disease"		Coral
G. Marcia Dowd: "Marketing Your Image"		Vermeer
→ H. Mary Waters: "Sex Equity"		Sapphire
I. Pat Cote: "Cooperative Learning"		Turquoise A
J. Deb Wherli: "New Issues from Cuisinart" Includes a demonstration		Robert Wood
K. Becky Doyle: "The Challenge of Everyday Life in the Soviet Union"		Chagall
L. Pastor George Kliema: "Cults, Gangs, and Teenagers"		Picasso
Coffee Break	10:30 to 10:45 a.m.	Exhibit Area Governor's Hall
Courtesy of PRENTICE HALL PUBLISHING COMPANY Pat McHugh, Sales Representative Cook and DuPage County		

Galaxy

* * *

COMMONALITIES FOR THE FUTURE

ILLINOIS HOME ECONOMICS ASSOCIATION
ILLINOIS ASSOCIATION OF EXTENSION HOME ECONOMISTS
ILLINOIS VOCATIONAL HOME ECONOMICS TEACHERS ASSOCIATION

IHEA Executive Committee Meeting ...... 10:00 - 12:00

HOME ECONOMISTS: MAKE IT HAPPEN!

Program of Events

THURSDAY FEBRUARY 28, 1991

Registration	12:00 - 7:00 p.m.
IHEA Executive Committee Meeting	10:00 - 12:00 noon
IHEA Board Meeting	1:00 - 4:00 p.m.
IVHETA Board Meeting	1:00 - 3:00 p.m.
IAEHE Business Meeting	4:15 - 5:30 p.m.
Gourmet Gala	5:00 - 7:00 p.m.
Banquet and Conference Kick-off (IHEA Presiding)	7:30 - 10:00 p.m.

Speaker: Patricia Ball – "The Role of Women Through The Ages"

FRIDAY MARCH 1, 1991

Registration	7:30 - 11:00 a.m.
Continental Breakfast	7:30 - 8:30 a.m.
IHEA Business Meeting	7:30 - 8:30 a.m.
Optional Tours	8:45 - 4:30 p.m.
Exhibits	10:00 - 7:00 p.m.
Workshop Sessions I	9:00 - 10:30 a.m.

A. Patricia Ball: "Hear What I Say – Understand What I Mean!"
B. Susie Differding: "Interiors Today"
C. Joe Pankau: "Teenage Sexuality – Has Anything Changed??"
D. Carol Cerny-Decelies: "Financial Planning Doesn't Cost: It Pays!"
E. Yvonne Gentzler: "Home Economics in the '90s"
F. Carly Hillen: Alzheimers Disease
G. Marcia Dowd: "Marketing Your Image"
H. Mary Waters: "Sex Equity"
I. Group Leader will discuss Cooperative Learning
J. Deb Wherli: "New Issues from Cuisinart" plus demonstration
K. Becky Doyle: "The Challenge of Everyday Life in the Soviet Union"
L. Pastor George Kliema: "Cults, Gangs and Teenagers"

Workshop Session II	10:45 - 12:15p.m.

A. Patricia Ball: Repeat of Session I
B. Susie Differding: Repeat of Session I
C. Joe Pankau: Repeat of Session I
D. Mitch Meyerson and Laurie Ashner: "When Parents Love Too Much: What Happens When Parents Won't Let Go"
E. Yvonne Gentzler: Repeat of Session I
F. Carly Hillen: Repeat of Session I
G. Nancy Kroll: "Entrepreneurship: Running a Bed & Breakfast"
H. Deb Wherli: Repeat of Session I
I. Becky Doyle: Repeat of Session I
J. Pastor George Kliema: Repeat of Session I
K. Dr. Einstein: Home Births
L. Bea Bagby: "More Than Laps To Sit On and Hands To Hold"
M. Becky Westover: How to Teach for Behavioral Change

Luncheon (IAEHE Presiding)	12:30 - 2:30 p.m.

Speakers: Mitch Meyerson and Laurie Ashner

Optional Tours	2:45 - 4:30 p.m.
Workshop Sessions III	3:00 - 4:30 p.m.

A. Henry Mears: "I am What I am Because of My Junior High Home Ec Teacher"
B. Mitch Meyerson & Laurie Ashner: Repat of Session II
C. Janet Chapman: IHEA Teacher of the Year
D. Charlotte Carr: Illinois Curriculum Project Update
E. Karen Brown: Legislative Involvement Is For Everyone
F. Student Session: Round Table of New Professionals Presented by Gayle Strader, Eastern Ill. Univ.
G. Bea Bagby: Practical Problems of Elder Care
H. Kathy Mead: "Smart Moves" for Good Health (Middle School level)
I. Dr. Einstein: Repeat of Session II
J. Pastor George Kliema: Repeat of Session II
K. Becky Doyle: Repeat of Session II

Research Reporting	3:00 - 4:30 p.m.
IHEA Professional Section Meetings	4:30 - 5:15 p.m.
IHEA District Meetings	5:15 - 6:00 p.m.
IAEHE Committee Meeting	4:30 - 6:00 p.m.

Evening – Enjoy a night on your own!

Dinner Theatre, Comedy Club. Need other suggestions? See the St. Charles Chamber of Commerce representative at the Registration Booth Thursday and Friday.

SATURDAY MARCH 2, 1991

Registration	7:30 - 9:30 a.m.
Continental Breakfast	7:30 - 8:30 a.m.
IVHETA Business Meeting	7:30 - 8:30 a.m.
IAEHE Business Meeting	7:30 - 8:30 a.m.
Showcase of Excellence	9:00 - 12:00 a.m.

Participants will have an opportunity to receive information on current innovative program ideas and interact with presenters representing all professional sections. Over 20 roundtable presentations will be offered during the three 45 minute sessions. Topics to be included: Wellness, Nutrition, Global Communication Technology, Marketing, Computers, Food Science, Teaching Basics through Home Economics, Laws Facing Home Economists, Labeling, Junior High Programs, CAD, Day Care, Consumerism, Habitat for Humanity, Internship, Simpless, Co-operative Education, Business and Industry Partnerships, "Project Decide" and Entrepreneurship, 4-Mat, Hispanic Demographics, Fashion Merchandising, Adoption, Market Home Economics, Families and Children, Leadership Development and FHA-HERO.

Workshop Sessions IV	9:00 - 10:30 a.m.

A. Sharon Nickols and Samuel Nickols: "Developing Multi Cultural Understanding"
B. Charlote Carr: Illinois Curriculum Project Update
C. Laurie Gray: Entrepreneurship: Finding Your Niche in a Tough Business
D. Parkside Hospital Drug Program
E. Reduce, Reuse, Recycle

Luncheon (IVHETA Presiding)	12:30 - 3:00 p.m.

Speaker: Dr. Sharon Nickols: "On Sheep and Unicorns: Commonalities and Diversity in the Future of Home Economics"

Awards Presentation of the GALAXY '91 OUTSTANDING HOME ECONOMIST

Adjournment

SESSIONS: AN OVERVIEW

Mini-Sessions (By Time)

Session I 7:45-8:35 a.m.

Presenter	Title	Bldg. /Rm. *
Arnold, D.	Tchg. Students: Recvrs. Pt. of View	CL2 222
Boardman, E.	Are Arts Basic to Elem. Curriculum?	CL2 229
Cornwell, L.	Suppl. Curric. w/Museum Resources	CL2 121
Culhane, M.	Listening: How We Know So Little?	CL1 G21A
Fedeli, S.	Ready? Set-Go! Live History!	CL2 125
Giardini, G.	Brainst: P.E. Curriculum	PE 38
Jungst, D.	Using Manip. Devices/Fractions	CL1 130
Kostka, D.	4 E's: Excit. Env. Ed. for Elem.	CL2 123
Lindstedt, K.	Jour. Toward Wholeness/Celebration	CL2 124
Lundquist, K.	Free Box Nutr. Activities—Gr. 1-6	CL2 128
Mason, M.	Dysfunctional Family & the Workplace	CL1. 224
Mastroianni, M.	Stress Management	CL2 219
Mc Fadden, T.	TAT Can Work For You	CL2 129
Mc Mahon, J.	Hands-On Science Activities Gr. 4-6	TC 220
Morgan, W.	7 Prac. Approaches to Clsrm. Mgmt.	CL2 126
Morrison, D.	Middle School Social Studies	CL1 226
Muldowney, K.	Wherever You Are, Be There	CL1 227
Mungo, S.	Adol Needs & M.S. Struct: A Perf Mat	F 162
Pellant, D.	Interact TV Syst Used in Sch Today	TC 268
Rossi, K.	Speech Viewer—New Tool/Spch. Therap	TC 211
Salafsky, M.	Dev. Rdg. Wrtg. Thkg Skls in At-Risk	CL1 125
Sandall, B.	Invent America!	TC 271
Schuster, T.	Home—2nd Clsrm: Re Study Habits	CL2 120
Tarbert, K.	Computers in H.S.—How to Make Happen	TC 210
Trefz, S.	Kids Having Kids	CL1 229
~~Warthen, J.~~	~~Implementing Employability Skills~~	~~CL2 222~~
Wresch, W.	Many Faces of Desktop Publishing	ERC Perf. Arts The

Session II 8:50-9:40 a.m.

Presenter	Title	Bldg. /Rm. *
Andrews, R.	Sch. Prin.—Old Myths, New Realities	TC 277-78
Arnold, D.	Same Team: Impr. Und. Faclty & Adm.	CL2 222
Bark, K.	Winning Diet: Nutrit. for Athletes	CL1 223
Beck, D.	5 Mins. Left—What Should I Do?	TC 270
Block, B.	Prevention is Elementary Necessity	CL1 220
Boardman, E.	Are Arts Basic to Sec. Curriculum?	CL2 229
Coffman, J.	From At-Risk to At-Work: Stu. Pers.	CL1 125
Cornwell, L.	Max. Nat. Sci. w/Multi-Dim. Exper	CL2 121
Fedeli, S.	Ready? Set-Go! Live History!	CL2 125
Fogarty, J.	Prev/Interv. Self-Destr. Behavior	CL2 228
Gilles, J.	Medical/Leg. Implicat. of Sport	PE 38
Gold, D.	Critical Issues in Education	ERC G21
Hattoon, C.	Comp. in Art, The Elect. Medium	TC 153
Johnson, A.	Truancy and the Courts	CL2 124
Kearney, N.	World Regional Geography	CL1 228
Kostka, D.	4 E's: Excit. Env. Ed. for Elem.	CL2 123
Krisciunas,	Science & Technology in Real World	CL1 227
Kuehl, D.	Rdg. Inst. in College Setting	ERC 23
Lundquist, K.	Free Box Nutr. Activities—Gr. 1-6	CL2 128
Mastroianni, M.	Stress Management	CL2 219
Mc Fadden, T.	TAT Can Work For You	CL2 129
Morgan, W.	7 Prac. Approaches to Clsrm. Mgmt.	CL2 126
Mungo, S.	Adol. Needs & M.S. Struct: A Perf Mat	F 162
Nelson, K.	Using Equip. w/pre-sch. Handicapped	TC 268
Rossi, D.	Crisis Inter.: Resp. Conflict/Agrsn	CL1 224
Rowley, T.	Cooperative Learning	CL1 225
Rundall, D.	using News Artcls/Dev. Crit. Thnkng	CL1 G21A
Sadker, D.	Invisible Bias: Sexism in Clsrm.	CL2 220A
Sandall, B.	Invent America!	TC 271
Schoening, F.	Mainstream: Positive 10 Ltr. Word	TC 211
Schuster, T.	Home—2nd Clsrm: Re Study Habits	CL2 120
Sibigtroth, M.	Assess Your Professional Image	CL1 226
Swanson, D.	Science Olympiad	TC 220
Tarbert, K.	Computers in H.S.—How to Make Happe	TC 210
Trapp, B.	Put Pencils Down/Learn to Divide	TC 269
Trefz, S.	Kids Having Kids	CL1 229
Wilke, D.	Enhancing Early Writing Skills	CL1 221
Winnebago/ Boone Co.	Cholesterol Screening—Know Your No.	PE bldg.
Wresch, W.	Many Faces of Desktop Publishing	ERC Perf. Arts The

BUILDING KEY

ERC Educational Resource Center
PE Physical Education Center
CL1 Classroom 1
CL2 Classroom 2
SC Student Center
TC Technology Center
F The Barn

SESSIONS: AN OVERVIEW

Mini-Sessions (By Time)

Session III 9:55-10:45 a.m.

Presenter	Title	Bldg. /Rm. *
Bark, K.	Nutrition Update: Taste for Future	CL1 223
Barshinger,	Integrating the Language Arts	CL2 222
Beck, D.	Marvelous Math	TC 270
Calhoun, S.	Tchr. Ret. Sys. of State of Il	ERC G21
Curran, D.	Greeting New Century: Jobs Avail?	CL2 128
Fogarty, J.	TLC—Trained in Listng. & Communic	CL2 228
Foss, S.	Choral Reading Session	CL2 123
Gabe, J.	Keeping Them Sober: Life after Treat	TC 277-78
Gilles, J.	Anabolic Steroids and Athletes	PE 38
Griswold, K.	A Career Couns. Mod. for L.D. Stud.	CL1 220
Hattoon, C.	Comp. in Art, The Elect. Medium	TC 153
Hopkins, D.	Hi Temp. Supcond. & Oth Fun Stuff	CL1 222
Hutten, P.	Whole Lang. Circle & Learning	CL2 126
Johnson, D.	Making Every Minute Count in Clsrm.	TC 271
Johnson, D.	The Occult & Satanism	CL2 125
Johnson, W.	Current History	CL1 224
Jungst, D.	Geom. w/Manipulatives: Fun!	CL1 130
Legislative	Educational Reform, Is It Working?	ERC Perf. Arts
Mc Mahon, J.	Hands-On Science Activities Gr. K-3	TC 220
Meeks, R.	Teaching Social Responsibility	CL1 125
Morrison, D.	Elem. Soc. Studies Brainstorming	CL1 226
Muldowney, K.	Wherever You Are, Be There	CL1 227
Paulsgrove, J.	Accentuate Positive in Clsrm. Mgmt.	CL2 129
Pellant, D.	Interact TV Syst Used in Sch Today	TC 268
Rehbein, J.	Lyme Disease—An Update	
Rossi, K.	Speech Viewer—New Tool/Spch. Therap	TC 211
Rowley, T.	Cooperative Learning	CL1 225
Sadker, D.	The Gender Communications Gap	CL2 220A
Simonelic, B.	Atten. Def. Disord.—1 in ev. clsrm.	CL2 124
Slabaugh, B.	Women's History Curr. Sampler	CL2 121
Stahl, N.	Trng. Students re Notetaking	CL1 229
Staley, S.	Market Your Language	CL2 120
Steinbach, T.	Ill. FPSB Trng. re Prob. Solving	CL2 219
Sterud, D.	AIDS Update	
Trapp, B.	Tchg. Computational Skills	TC 269
Wilke, D.	Students w/Spec. Needs & IBM's	CL1 221
Zimmerman, R.	Impartial Due Process & You—Part 1	TC 210

Session IV 11:00-11:50 a.m.

Presenter	Title	Bldg. /Rm. *
Andrews, R.	What Tchrs. Expect in Prin. Ldrshp.	TC 277-78
Barshinger,	Integrating the Language Arts	CL2 222
Bartels, D.	Rx Medications: What Tchrs Shld Kno	CL1 225
Beck, D.	No Business Like Shoe Business	TC 270
Calhoun, S.	Tchr. Ret. Sys. of State of IL	ERC G21
Caskey, D.	American Nat'l. Government	CL1 221
Curran, D.	Greeting New Century: Jobs Avail?	CL2 128
Deal, T.	The Big Dipper	CL2 129
Foss, S.	Choral Reading Session	CL2 123
Gibson, L.	Combine Comp. Art w/Desktop Publ.	CL1 125
Hauck, S.	Mentoring—1+1=Success!	CL2 124
Hopkins, D.	Two Prac Exper w/Engin & Med Sci	CL1 222
Hutten, P.	Using Themes to Teach Whole Lang.	CL2 126
Johnson, D.	Showmanship, Salesmanship & Surprise	TC 271
Johnson, K.	The Occult & Satanism	CL2 125
Krisciunas.	Science & Technology in Real World	CL1 227
Matzl, N.	RVC Wellness Program	PE 38
Mosley, H.	Taming the Blackboard Jungle	CL1 224
Nelson, K.	Using Equip. w/Pre-Sch. Handicapped	TC 268
Pollak, B.	Too Many Cooks Can't Spoil Broth	CL1 223
Rehbein, J.	Lyme Disease—An Update?	CL1 120
Schimmels, C.	Notes From World's Oldest 9th Grdr.	ERC Perf
Schoening, F.	Mainstream: Positive 10 Ltr. Word	TC 211
Slabaugh, BF	Women's History Curr. Sampler	CL2 121
Stahl, N.	Comp. Study Strat. Sys. re Writing	CL1 229
Staley, S.	Open Door & Let Outside In	CL2 120
Steinbach, T.	IL. FPSB Trng. re Prob. Solving	CL2 219
Sterud, D.	AIDS Update	CL1 G21A
Swanson, D.	Science Olympiad	TC 220
Trapp, B.	Hands-on Inst. for Tchg. Fractions	TC 269
~~Warthen, J.~~	~~Implementing Employability Skills~~	~~CL2 220A~~
Woodcock, C.	Substance Abuse: Networking	CL1 220
Zimmerman, R.	Impartial Due Process & You—Part 2	TC 210

BUILDING KEY

ERC Educational Resource Center
PE Physical Education Center
CL1 Classroom 1
CL2 Classroom 2
SC Student Center
TC Technology Center
F The Barn

KASKASKIA COLLEGE

and

Marion, Clinton, and Washington
Counties Regional Delivery System

Joint Staff Development Day

25th
ANNIVERSARY

January 18, 1991

1:45-2:30 P.M. **FOCUS GROUP SESSION II**

Break Out Session I

Integrating Academics, Brenda Yates, HB242

Materials for Integration, Dan Naylor, HB243

Cross Training for Health Occupation/Biology,
Jackie King, HB247

Agriculture Curriculum, Dean Dittmar, AD101

Business Education, Applied Communications,
Roger Uhe, HB240

Tech Prep, Beverly Waldrop, ICCB, HB149

2:35-3:20 P.M. **Break Out Session II**

Integrating Academics, Brenda Yates, HB242

Materials for Integration, Dan Naylor, HB243

Tech/Prep Integrating Math,
Jerry O'Hare and Leonard Alwardt, HB247

Home Economics, Trends and Issues in Home Economics,
Brenda Ferguson, HB241

Counselors, Developing and Evaluation Plan,
Pam Sigrist and Sandy Lorenz Cain, L120

Transition Legislation, HB240
Kevin Rench, Director's Designee
Kaskaskia Special Education District

Cap Stoning, Dr. Ray Kahler, SIU-CTC, HB149

REVISED SCHEDULE

Please note the change in date for seminar #4, and room numbers for seminars 1 & 2

"TRAINING WORKFORCE 2000"

Six Five-Hour Seminars

Seminar #1 "Career Education: Choices for the Future"

March 27, 1991, 3:30 p.m. - 8:30 p.m.
Chicago State University
Business & Health Sciences Building, Room 102

Mrs. Doris J. Odem, Director
Mrs. Faye Terrell-Perkins, Coordinator
Bureau of Community Resource Programs

Seminar #2 "Integration of Academics and Entrepreneurial Education into Vocational Education"

April 4, 1991, 3:30 p.m. - 8:30 p.m.
Chicago State University
Business & Health Sciences Building, Room 102

Mrs. Alyce G. Hammons
Acting Director
Bureau of Home Economics
Betty Sandifer, HERO Coordinator
Orr Community Academy High School

Seminar #3 "Retraining and Rethinking Current Vocational Teaching Strategies"

April 13, 1991, 8:30 a.m. - 1:30 p.m.
Central Service Center--4th Floor, West Building
Conference Room
Chicago Public Schools

Ms. Mary Etta Davis, Acting Director
Mr. David Rosen, Coordinator
Bureau of Business Education

Seminar #4 "Tech Prep and Integration"

May 4, 1991, 9:00 a.m. - 1:00 p.m.
Kennedy-King College

Mr. Melvin Wilson
Mr. Willie Scott
Mr. Joseph Womack
Industrial Technology

Seminar #5 "Technology: A Critical Component for Restructuring Vocational Education"

May 18, 1991, 9:00 a.m. - 2:00 p.m.
Jones Metropolitan High School

Ms. Patricia DeRosier, Acting Director
Bureau of Computer Education

Seminar #6 "Preparation for New World Visions"

STATEWIDE VOCATIONAL EDUCATION CONFERENCE

~~June 1, 1991~~ June 8, 1991
To Be Announced

Dr. Robert B. Donaldson, Professor &
Project Director
Governors State University

"Integration of Academics into Vocational Education" for panel discussion
Presenters: Dorothy Conroy, Coordinator
Florence Halprin, Coordinator
Mary Kazarian, Coordinator
Margaret McMaster, Coordinator
Department of Curriculum
Chicago Public Schools

"Successful Chicago Public Schools Entrepreneurial Approaches to Vocational Education"
Presenters: Creg Williams, Fashion Design Technology
Chicago Vocational High School

"Teaching Employability Skills"
Presenters: Donald Smoot, Consultant, Illinois Vocational Student Services Network (IVSSN)
Mary Waters, Instructional Meterials Coordinator
Curriculum Revitalization Project

"From Career Paths to Business Ownership"
Presenter: Irmgard M. Cooper, President
IMC Services Inc. Divisions:

"Blueprints for Achievement: Training Workforce 2000"
Presenter: Bernard R. Spillman, Assistant Superintendent
Department of Vocational and Technological Education

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Richland Community College

November 1, 1990

Dr. Bettye Swanson
Curriculum Revitalization Project
Western Illinois University
Tillman Hall 207
Macomb, IL 61455

Dear Dr. Swanson:

Thank you for agreeing to participate in the IBEA Educational Exhibits at the IBEA Fall Conference Friday, November 9, 1990. Your request for display space next to DAVTE's display table is confirmed. We appreciate your effort to help make this a very enjoyable conference.

There is a new floor plan for the exhibition area this year that should give us more visibility. The commercial exhibit booths will be arranged around the outer edge of the room, and the center portion of the room will be a commons area for the educational exhibits, coffee, and socializing. Please bring an extension cord if you need electrical current and easels or some other means to hold your display. Since we are in the middle of the room, we will not have the walls on which to hang materials.

I will arrive at the Springfield Holiday Inn East Wednesday, November 7. If you need to contact me, leave a message at the front desk or call my room. I will look forward to seeing you in the exhibit area around 7:30 on Friday morning so we can be sure to be set up by the time the exhibits open at 8:15. There will be names on the tables to indicate your reserved space.

Sincerely,

Kay Mackey, Chairperson
Educational Exhibits

One College Park • Decatur, IL 62521 • 217/875-7200 • FAX: 217/875-6961

ISSUES IN AT-RISK PROGRAMMING

March 7, 1991
Davenport Holiday Inn

Conference Agenda

8:15 - 9:00 a.m.	Registration & Refreshments
9:00 - 9:15 a.m.	Welcome/Opening Remarks
9:15 - 10:30 a.m.	Concurrent Session I

- **"CASAS: Comprehensive Adult Student Assessment System"**

A representative of CASAS will discuss this competency-based curriculum management and assessment system used by ABE/ESL, GED, JTPA, Corrections, and Workplace Literacy programs. Presenter: Mary Jo Westwood, CASAS Certified Trainer.

- **"Issues in Vocational Education"**

Issues, problems, and viable solutions in implementing secondary and school-work transition programs and vocational rehabilitation will be presented. Presenters: Judy Warthen, Curriculum Revitalization Project, Illinois State Board of Education; Kathie Womack, Quad City/Tri-County Vocational Region; Joyce Jeanblanc, Metro Secondary School, Cedar Rapids.

- **"GED/ABE: Adult Literacy Issues"**

Learn how adult student's needs differ from the needs of public school students. Students will share testimony about their learning experiences and the affect the program has had on their lives. Presenter: Dee Goyen, Literacy is for Everyone, Black Hawk College, Moline.

- **"Effective At-Risk Programming"**

Identification, program development, and implementation in Pre-School, Elementary, Middle School, and High School programs will be discussed. Presenters: Debbie Lee, MAPLE Program, Moline School District; Don Healy, Ericsson Accelerated Elementary School, Moline; John Kimple, Bettendorf Middle School; Melvin LaStrapes, Rock Island/Milan Alternative Junior High Program; Glenda Nicke, Rock Island County Optional Education Program.

10:30 - 10:45 a.m.	Break
10:45 - 12:00 noon	Concurrent Session II

- **"Collaborative Consultation: Effective Communication Between Schools, Consultants, and Agencies"**

The roles of agencies in providing services is emphasized. Issues include: identification, referrals, interagency cooperation, duration of services, and other topics. Case studies will be presented. Presenters: John Staver, Juvenile Detention Center, Mississippi Bend AEA; Linda Meloy, Special Education, Western Illinois University.

- **"Positive Peer Cultures: A Presentation of Positive Peer Culture Models"**

Learn how a positive approach to working with at-risk youth is working at Arrowhead Ranch--and how it can be adapted and applied to your school or program. Residents of Arrowhead Ranch will participate in this presentation. Presenter: Bob Eastlund, Arrowhead Ranch, Coal Valley.

- **"AEA & ESC: Helping Professionals Meet the Needs of At-Risk, Special Education, and Vocational Education"**

Clarification of services available in developing and implementing programs for at-risk, special education, and vocational education. Presenters: Tom Wirtz, Mississippi Bend AEA, Bettendorf; Dick Boyer, Educational Service Center #8, Sterling.

Tri-County Education
Service Center

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January, 1991 *Tri-County ESC ...... Making good better* Volume 23

Jan. 18	**TESA for Administrators** "Teacher Expectations/Student Achievement" focuses on teacher/student interaction, especially for the benefit of perceived low-achieving students. This program will provide an overview of the skills teachers can learn with TESA. Administrators will learn to support teachers in this programand to incorporate the skills in teacher evaluation.	8:30-3:30
	T.E.A.C.H. This course provides participants with the communication skills to handle conflict, to communicate understanding, and to confirm others' agendas. Additional Dates: 1/19, 1/20 8:00-5:00 2/1 5:00-9:00 and 2/2, 2/3 8:00-5:00	5:00-9:00 3 credit hrs. NIU
Jan. 19	**Gifted Cadre Meeting** The gifted cadre will meet to analysis the success of their jr./senior high manual on differentiating curriculum for the gifted child. They will begin planning the programs for FY 92.	9:00-4:00
	Talent Search Testing Sixth Grade students will be taking the SAT test. Make-up date - 1/26.	8:45-12:00
Jan. 22	**Project Impact Questioning Skills Level II** Experienced Project IMPACT participants will attend this first day orientation and the 3-day series starting on the 23rd to become trainers of this program	8:30-3:30
Jan. 23	**Project IMPACT Level I & II** A 3 day series begins on questioning strategies to elicit responses utilizing higher order thinking skills	8:30-3:30
	Vocational Education Conference - Tour of Technology CAD/CAM — CIM—Computer Technology Two hour workshops on Fashion Merchandising, Manufacturing, Drafting and Robotics Held in Morris, call Mary Waters or Linda at ESC for more information. Additional dates: Jan. 30 and Feb 6	4:00-6:00
Jan. 24	**Library Media Roundtable** @ Burr Oak Library, Shorewood Morning Session: Storytelling, Afternoon Session: Coordination between schools and public libraries	8:30-3:30
	Admin Acad / Evaluation of the Principal This is a required program for superintendents and is critical for new superintendents. It is based on research of effective school practices. Additional dates: Jan 24, 31, and Feb 7.	1:30-4:00
Jan. 25	**Sophomore Multi-Media Authoring Pilot Meeting** Interested administrative representatives should attend this meeting to learn the specifics of this program. Information about how to select student participants and cost will be explained.	1:00-3:00
Jan. 26	**Early Learning Conference: Math / Science Explode** This is the winter early learning conference. The program is designed for kindergarten, first, second, and third grade teachers. Watch for the fliers outlining each session.	9:00-1:00

Tri-County Education
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December, 1990 *Tri-County ESC ...... Making good better* Volume 22

Jan. 10 Critical Issues in Gifted Ed. 4:30-8:30
Designed to address possible problems that educators of gifted encounter and provide possible solutions. This 3 semester hour course is from GSU, every Thursday until March 21.

Early Learning Cadre Meeting 1:00-3:30
This excellent cadre is planning the early learning mini-series and the upcoming January 26th winter conference. The theme for this conference is "Math and Science Explode!"

Jan. 11 Works on MAC 8:30-3:30
Learn to use the word processor and database in this workshop. Some time will be devoted to the spreadsheet for this integrated software. (Bring your Own MAC!) The second day of this training is on January 18th.

7 Habits Profile 8:30-5:00
This session will explore Habits 3 and 4, "Put First Things First" and "Think Win-Win." Time will be spent in learning how to use the Covey Time Organizer.

Jan. 14 Cooperative Learning 8:30-3:30
This is the last session in this series of Cooperative learning skills training sessions.

Jan. 15 Fine Arts Software Preview 4:00-5:30
This is an overview of available software for all computers on Apple GS, Macintosh, and IBM computers

Mini-Toolbox (Test Preparation) 8:30-3:30
This presentation will provide participants with techniques to use in helping their students prepare for taking tests. The program will be part of a larger "study skills" program.

Fine Arts Cadre Meeting 1:00-4:00
Other cadres wishing to integrate fine arts into their programs will be invited to attend this meeting. Together integration techniques will be explored. Future programs will be planned around this theme.

Jan. 16 Motor Process Course - 6:15-8:45
Connie Fox (NIU) will teach this class geared toward P.E. teachers who want to increase the motor processes in children. Three credit hours will be given from NIU. Classes will be held Wednesdays at ESC until May 8.

Works for IBM 8:30-3:30
This is the second day of this training that explains how to use Microsoft Works. First session held on Jan. 9

Jan. 18 Works on MAC 8:30-3:30
This is the second day of the workshop on Microsoft Works. The first session was held on Jan. 11.

TESA for Administrators 8:30-3:30
"Teacher Expectations/Student Achievement" focuses on teacher/student interaction, especially for the benefit of the perceived low-achieving students. This program will provide an overview of the skills taught in this program. Administrators will learn to support teachers in this program and to incorporate the skills in their teacher evaluations.

T.E.A.C.H. 5:00-9:00
This three semester credited course provides participants with the communicationskills to handle conflict, to communicate understanding, and to confirm others' agendas. Additional Dates:
1/19, 1/20 8:00-5:00
2/1 5:00-9:00 and 2/2, 2/3 8:00-5:00

Jan. 22 Project Impact
Questioning Skills Level II 8:30-3:30
Experienced Project IMPACT participants will attend this first day orientation and the 3-day series starting on the 23rd to become trainers of this program

Jan. 23 Project Impact 8:30-3:30
This 3-day nationally validated program supports the use of critical thinking skills in the content areas. The program has many supportive activities utilizing higher order thinking skills

Vocational Education Conference -
Tour of Technology 4:00-6:00
CAD/CAM — CIM—Computer Technology ---
Two hour workshops on Fashion Merchandising, Manufacturing, Drafting and Robotics will be held in Morris, call Marv Waters or Linda at ESC for more information. Additional dates: Jan. 30 and Feb 6

Jan. 24 Library Media Roundtable 8:30-3:30
@ Burr Oak Library, Shorewood
The morning session will be on Storytelling. The afternoon session will address "coordination between schools and public libraries."

Admin Acad / Eval. of the Principal 1:00-4:00
This is the revised version of the required program for superintendents. New superintendents are strongly encouraged to take this cognate. It is based on research of effective school practices. Additional dates: Jan 24, 31, and Feb 7.

Tri-County Education
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November 6

CALCULATOR TRAINING (GRADES K-6)

(5:00 - 8:00) Educators who attended the Orientation Session may extend their knowledge about how to use calculators in the K-6 classrooms. This training is based upon the state training of trainers to assist local schools in preparing their students for the FY 92 state assessment. Plan ahead.... and send your staff to this training.

CRITICAL THINKING (4:15 - 6:15)

Business and industry are telling us that we are sending them students who cannot think. In response, Mary Waters will present an overview of critical thinking strategies for all content areas. She will share practical suggestions for incorporating these techniques into your daily instruction. This session is sponsored by Vocational Ed. Cadre and will be held at Joliet Junior College, it is open to anyone who wants to learn these important strategies.

November 9

MINI-TOOLBOX SERIES - Memory

(8:30 - 11:30) Do you know any student who has trouble remembering the basics? If so, you might want to remember this special workshop when planning your teaching goals. Diane Cepela will share the techniques that enhance the child's ability to memorize information for greater retention.

MINI-TOOLBOX - Mind Mapping

(1:30 - 3:30) Mind mapping is one of the most effective methods for outlining information in a realistic context. Mind maps show relationships and allow additional information to be included or new linkages to be made without the need to "start over." This powerful tool can enhance your own learning and presentation. Participants may attend the morning or afternoon session, or both. Register early.

November 12

WRITE WAY SERIES (8:30 - 11:30/1:00 - 3:30)

This is the third and fourth sessions in a series of 6 half day sessions to provide support of the writing process, evaluation and classroom applications. Focus of this presentation will be on "Sorting the Purposes of Writing" in the morning and "Implementing a District Writing Program" in the afternoon. The latter program is specifically designed for administrators who wish to join their teachers in planning an effective district-wide writing program.

November 13

EMPLOYABILITY SKILLS/ETHICS/ & TRANSITION TO WORK

(4:15 - 6:15) What skills will be needed to compete in the work force during the year 2000? Join Mary Waters as she outlines strends for the future. This program has implications for all content areas and is sponsored by the Vocational Cadre.

CALCULATOR TRAINING (GRADES 4-9)

(5:00 - 8:00) Educators who attended the Orientation Session may extend their knowledge about how to use calculators in the 4-9 classrooms. This training is based upon the state training of trainers to assist local schools in preparing their students for the FY 92 state assessment. Plan ahead.... and send your staff to this training.

November 14

EARLY LEARNING CADRE

(8:30 - 3:30) The Early Learning Cadre will meet to complete their plans for upcoming programs. They will begin to develop the theme and format for the summer conference.

November 15

MACINTOSH TRAINING- Multi-media

(8:30 - 11:30/12:30 - 3:30) Apple is sponsoring two duplicate sessions on multi-media. Learn how to assess computer, video, and other technological advancements to make your presentations more meaningful.

USING SCIENCE EQUIPMENT

(6:00 - 8:00) All science teachers are invited to attend this session which will demonstrate strategies for teaching about color and light. This session will demonstrate some of the new science equipment available for loan to school districts. Participants will be able to schedule the equipment for their buildings after the meeting.

November 16

WRITING RATERS-Expository

(8:30 - 3:30) Learn how to evaluate the elements of focus, support/elaboration, organization, and conventions in expository writing using the State writing scale. Participants must have attended the October 1 Persuasive training. This series will also be available again in the Spring.

Tri-County Education
Service Center

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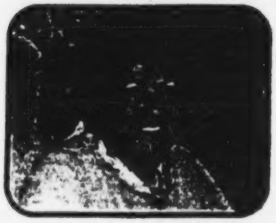
Volume 20 Tri-County Education Service Center Newsletter September, 1990


Judy Judy, Executive Administrator

Rob Molek, Director of Programs

Beverly Boomsma
Staff Dev. Trainer

Marge Gallagher
Cadre Intern

Sue Smith
Cadre Intern

Elaine Meldrum
Gifted Consultant

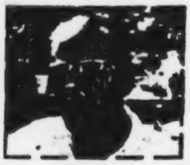
Linda Manlove
Technology Support

Mary Waters
Voc. Coordinator

Anita Howard
Life Ed. Consultant

Wayne Carroll
Assessment Coor.

Glen Duckworth
Assessment Coor.


Vern Jones
V.I.P Coordinator

Sharon Pikul
Tech Support

Amy Hill
Exec. Secretary

Linda Fisher
Wrkshp Facilitator

Shirley Micetich
Sp. Programs Sec.

Judy Wilhelmi
Resource Rm. Sec.

Betty Dombrowski
Support Sec.

Meredith Micetich
Secretary

Leslie Chouinard
Bookkeeper

Dotted shapes represent part-time employees. Mary Waters is housed at the ESC, but is part of WIU's Vocational support program.

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Cadres -

The Foundation of Tri-County ESC

WHAT IS A CADRE?

The unique profile of ESC #10 is developed through a CADRE system of local teacher leaders and administrators who are empowered to make a difference in the quality of education. Cadres are professional networks of educators who meet at the ESC to identify needs, find acceptable solutions, and assist in providing needed services. Many use it as a mini-career ladder and become regional consultants. They are GOLD COLLAR PROFESSIONALS.

WHY WOULD I WANT TO BECOME A CADRE MEMBER?

There are personal and professional growth opportunities through study of change agentry strategies, presentation skills, and curriculum integration activities. You can become part of the catalyst for positive change.

WHAT ARE CADRE MEMBERSHIP BENEFITS ?

- Assist the ESC in identifying regional needs
- Plan regional programs/workshops
- Empower peers
- Provide networks for developing and sharing local talents
- Disseminate resources, skills, programs
- Learn how to provide trainings for others

HOW ARE CADRES ORGANIZED?

Their structure is relatively informal, and membership varies as interests and needs dictate. Cadre recommendations can be made by administrators or through self-nomination. Budget dictates the number of members on each cadre.

WHAT'S EXPECTED OF A CADRE MEMBER ?

Attendance at the five half-day meetings, with substitute costs reimbursed to the member's district. Support of cadre activities through participation and/or marketing to other educators. Long-term membership commitments are not expected or demanded.

ON WHAT LEARNING AREAS DO CADRES FOCUS?

Content Cadres will work to integrate their areas through a restructuring of curriculum.

Instructional Effectiveness Cadre identifies those programs and the instructional delivery options available to meet the needs of students.

Teacher Toolbox Cadre focuses on the specific teaching strategies based on SUPER-TEACHING, written by Eric Jensen to accelerate learning and increase self-esteem in students.

Professional Partners Cadre is designed to support substitute teachers who work in partnership with AmPPLE Opportunity model teachers.

Future Focus Cadre is developing an integrated curriculum to meet the needs of the future work force.

Science
Fine Arts
Mathematics
Social Science
Early Learning
Marketing Cadre
Special Education
Technology Cadre
Foreign Language
Future Focus Cadre
Vocational Education
Teacher Toolbox Cadre
Leadership Leaders Cadre
Professional Partners Cadre
Vocational Education Cadre
Library/Media Round Table
Reading/Writing Connection
Curriculum/ Assessment Cadre
P.E./Health/Comprehensive Life
Instructional Effectiveness Cadre

Leadership Leaders Cadre guides teams of educators through the school improvement process by building change agentry skills.

Early Learning Cadre, Gifted Cadre, Sp. Ed. Cadre, and Library/Media Cadre address programs for specific groups and provides support for these areas.

Technology Cadre focuses on technology advancements that are going to change education, with the motto "BE PREPARED."

Marketing Cadre (PRISM) is a new cadre designed to develop public relations skills to market our programs and educators.

Comprehensive Life is the new name for the P.E./Health cadre.

Curriculum/Assessment Cadre provides consultation in the development of curriculum and assessment. They will write test items for alternative assessment, provide instruction in test taking preparation skills, and interpreting test results.

If you consider yourself to be a cadre candidate, obtain your administrator's consent and write your own letter of nomination. Include the name of your cadre choice and the basis of your interest.

Performance Report

Department of Adult, Vocational and Technical Education

PURPOSE FOUR

VOCATIONAL EDUCATION PROGRAMS AND SERVICES WILL INCLUDE A SYSTEMATIC PROGRAM OF CURRICULUM RENEWAL, STAFF DEVELOPMENT, AND EQUIPMENT MODERNIZATION, EACH DEVELOPED IN CONJUNCTION WITH EMPLOYERS IN THE GEOGRAPHICAL AREA.

o A Project at Western Illinois University employed and trained a cadre of seven instructional material curriculum specialists (IMCs) to work with instructors within the regional delivery systems in updating vocational program curricula.

Upon completion of their formal training, the IMCs began to contact regional system staff, and during a nine-month period, had a total of 607 contacts with regional system directors and community college deans. During the same period, they attended 115 workshops held within the regions and communicated with 4,115 instructors and 728 administrators.

As a result of these contacts, vocational educators were provided with the most up-to-date materials to use in delivering instruction based on worker-validated tasks. The IMCs have developed five staff development workshops which will be presented upon request during FY 1990.

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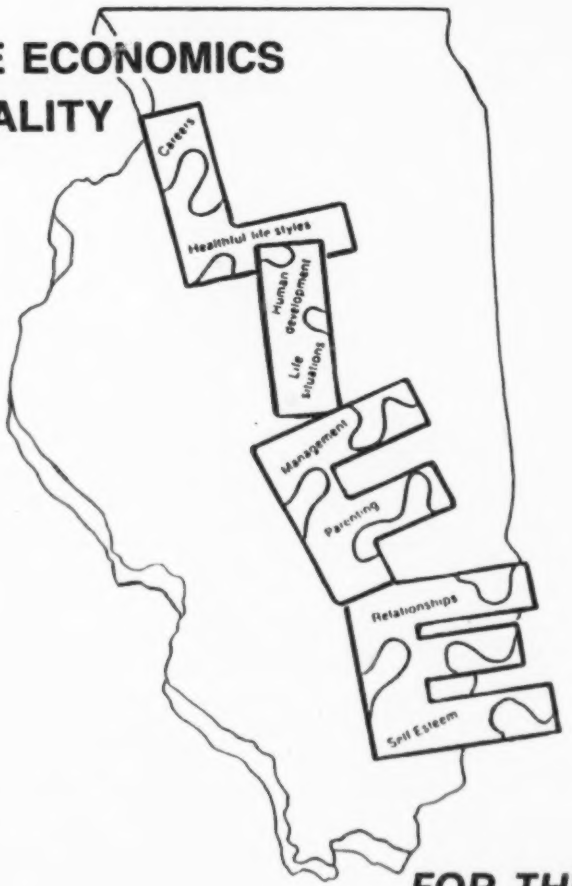
ILLINOIS VOCATIONAL
HOME ECONOMICS TEACHERS ASSOCIATION

HOME ECONOMICS
QUALITY



FOR THE 90's

SUMMER CONFERENCE
AUGUST 7-9, 1990
COLLINSVILLE HOLIDAY INN
COLLINSVILLE, ILLINOIS

STANDING COMMITTEE CHAIRPERSONS (Con't.)

Illinois Curriculum Council	Jan Kreichelt Lyons Township High School
IHEA Liaison	Deborah Potts
Budget	Elaine Clark, Ann Baughman and Brenda Ferguson
Evaluation Committee	Deborah Potts
Tax Filing	Elaine Clark
Historian	Ruth Abell

CONFERENCE PLANNING COMMITTEES

Conference Co-Chairpersons	Brenda Ferguson & Sheleigh Witthoft
Evaluation	Rose Mary Carter
Pre-Conference	Brenda Yates
Secretary	Cheryl Pelzer
Program	Vicky Turl, Joan Withers, Leone Foster Carla Nilson, Deborah Pass, Mary Ann Patterson, and Charlene Zieba
Tours	Peggy Phillips, Karen Shupe
Exhibits/Advertisements	Marcia Allen, Nancy Kroll, and Alma Hicks
Meals/Reception	Shelia Light and Marilyn Klaus
Special Events	Marge Herrmann, Mary Beth Stine and Amy Paschedag
Audio Visual	Amy Paschedag and Janet Little
Facilities	Sylvia Cerwinski
Registration	Billye Griswold and Rita Lee
Hostess	Mary Reed and Noretta Hodges
Publicity	Jeanette Hoeinghaus

IVHETA
Pre-Conference Schedule of Events

Monday, August 6, 1990

SESSION 1. 9:00 A.M. - 4:00 P.M.

VIOLENCE IN THE FAMILY

Room - Monroe

Dr. Rosemary Carter, SIU

Family violence is well documented as influencing many individuals. Models of violent family interaction tend to create a cycle of repetitive behaviors through the generations. Agency representatives will explain the parameters of the problem, identify causual factors, discuss ways to remediate and prevent the situation, and highlight appropriate teaching strategies. How can home economists contribute to solving violence problems?

Participants who register for credit will develop program materials. University credit is available: 1-3 semester hours.

SESSION 2. 9:00 A.M. - 4:00 P.M.

COMPUTER TECHNOLOGY: INNOVATIONS AND CHALLENGES FOR HOME ECONOMICS.

Room - Randolph

Brenda Yates, Instructional Materials Coordinator

This session is designed to provide hands-on computer experiences for the participants. University credit will be available.

SESSION 3. 10:15 A.M.

ENTREPRENEURSHIP WITH HERBS IN FOOD SERVICE

Jim Westerfield, Westerfield Bed and Breakfast.

Recently featured in Midwest Living Magazine. Learn about operating a bed and breakfast, raising herbs, and enjoy a very special luncheon. University credit is available.

F. EARLY CHILDHOOD EDUCATION IN COMMUNITY COLLEGE. (Repeat)

Room - Monroe

HOSTESS: Sherry Williams

REGION DINNERS — 5:00 P.M.

All members interested in attending a REGION DINNER, Sign up at the registration desk.

PRESIDENT'S RECEPTION — 9:00 P.M.

Room - Clinton/Sangamon

Wine and Cheese - Sponsored by Glencoe/McGraw-Hill

Participate in the Silent Auction for FHA/HERO Foundation.

VISIT THE HOSPITALITY ROOM

REFRESH YOURSELF AMONG FRIENDS
MESSAGE BOARD AVAILABLE
ROOM #152

WEDNESDAY, AUGUST 8, 1990

8:00 A.M. - 4:00 P.M., Registration

SESSION 3. 9:00 A.M. - 10:30 A.M.

A. CAROUSEL OF RESOURCES FOR HOME ECONOMICS.

Room - ~~Sangamon~~ Clinton

Presenter: Brenda Yates, Instructional Materials Coordinator, Egyptian Educational Service Center.

The focus of this workshop is to "link" educators with curriculum resources and to assist in identifying appropriate instructional materials to teach technical and non-technical skills. A previewing area will be set up for viewing VCR tapes and computer software.

HOSTESS: Carol Hutchcraft

Moving Vocational Education Forward

VVEDS

Vermilion Vocational Education Delivery System

A VOCATIONAL TEACHER'S INSERVICE

Sponsored by the Vermilion Vocational Education Delivery System

WHEN: Tuesday, October 9, 1990

WHERE: DACC Conference Center

PROGRAM:

I. REGISTRATION (Resource Display*) 7:30 a.m. - 8:00 a.m.
Coffee and Rolls

II. GENERAL SESSION (Auditorium) 8:00 a.m. - 10:00 a.m.

A. *Carl Perkins Who?/What's In Store For 1990-1991*
Alice Cowan, Vocational Special Needs Supervisor

B. *Teaching the Special Needs Student!*
Toni McCarty-Warren, Executive Director, Illinois State University Office of Specialized Vocational Research

III. BREAK (Resource Display*) 10:00 a.m. - 10:30 a.m.

IV. BREAKOUT SESSIONS 10:30 a.m. - 12:00 p.m.

A. *Marketing Your Program*
Ethel Pichon, Instructional Materials Coordinator, Western Illinois University

B. *Integrating Vocational and Academic Education*
Donald Smoot, Career Guidance Consultant

C. *Infusion Activities for Teaching Employability Skills*
Mary Waters, Instructional Materials Coordinator, Western Illinois University

V. BUSINESS/INDUSTRY TOURS 12:00 p.m. - Completion

AGRICULTURE
Prairie Springs, Inc. Aquatic Farm

BUSINESS
A. Accounting: Walgreen's Distribution Office
B. Secretarial/Information Processing: Tee Pak

HOME ECONOMICS
Danville Correctional Center, Dietary Department

INDUSTRIAL
A. Danville Metal Stamping Company
B. Valmont Electric Inc.
C. Wyman-Gordon Company

NURSING
United Samaritans Medical Center - Sager Campus

*There will be a resource display with representatives from the Instructional Materials Center available at all times during the morning. Requests for materials to review/utilize will be taken.

Awards

SAMUEL SINGER, biological sciences, has received continuation funding of $23,050 from the World Health Organization for his project "Initial Evaluation And Fermentation Of Molluscicidal Strain of Bacillus"...LAWRENCE CONRAD, archaeological research laboratory/IEM, received continuation funding of $1,176 from the Western Illinois Regional Council for his project "Phase II Archaeological Testing IN the Proposed Blandinsville Reservoir"; and received $21,000 from ENSR Consulting And Engineering for his project "Phase I Survey Of The Illinois Portion of Northern Border Pipeline Project"...LISA WEN, chemistry, received an award of $10,900 from the Research Corporation for her project "A Pumpkin Seed Inhibitor of Blood Coagulation Factor XIIa"...RICHARD ANDERSON, biological sciences/IEM, received $17,000 from the Wetlands Research, Inc., for his project entitled "Invertebrate Sampling--Experimental Wetlands Area"...F. GENE MILLER, elementary education/reading, has received a continuation to his contractual agreement with the Vocational-Technical Education Consortium of States/Southern Association of Colleges and School for "V-TECS Materials Production and Distribution"...ROBERT V. GESSNER, biological sciences, has received an award of $8,400 from the Oil-Dri Corporation for his project "Mold Quality Control Studies."

DANIEL WISE, geography, received $3,000 from the City of Carthage for his project "Construction of a City Map and Overlays"...BETTY SUNDAY, educational foundations, has received renewal funds of $30,325 from the Illinois State Board of Education for her project "The Road to Learning (El Camino Escolar)"...WENDELL SWANSON, industrial education and technology, and BETTYE SWANSON, home economics, have received continuation funding in the amount of $535,737 from the Illinois State Board of Education/Department of Adult Vocational and Technical Education for their project entitled "EFE Curriculum Revitalization--FY91"...JOSEPH KERSTING, educational foundations, has received a continuation award in the amount of $150,170 from the U.S. Department of Education for his project entitled "Bilingual Teacher Training"...PETER J. NIELSEN, biological sciences, has received an award of $18,000 from the Illinois State Boa4d of Education/Department of Adult Vocational and Technical Education for his project entitled "Guide to Health Occupations in Illinois"...LAWRENCE A. CONRAD, archaeological research laboratory/IEM, has received an award in the amount of $1,817 from the City of Monmouth for his project "Phase II Archaeological Investigations at the Monmouth Industrial Park"...F. GENE MILLER, elementary education and reading, has received continuation funding of $319,099 from the Illinois State Board of Education/Department of Adult Vocational and Technical Education for his project "Curriculum Publications Clearinghouse."

IVA

ILLINOIS VOCA L ASSOCIATION

VOCATIONAL-TECHNICAL EDUCATION

It's working in Illinois!

IVA/ISBE/DAVTE SEMINARS

Overview for Wednesday, February 13th

PM

4:00 ILAVESNP Board Meeting

5:00 IVA Convention Planning Meeting

6:30 IVA Board Meeting

7:00 SC01 - ICVA Board Meeting

7:30 SG01 - IITEA Board Meeting

8:00 Registration Workers' Orientation

Overview for Thursday, February 14th

AM

7:00 MG01 - IITEA Awards Breakfast & Board Meeting
MF01 - IHOA Breakfast/Business Meeting.
Note time change from 8:00 a.m.

7:30 IVA Office Opens
IVA Registration Opens

8:00 Illinois Council on Vocational Education Meeting
SB01 - IBEA "Field Trip To Caterpillar"
SG02 - IITEA "Tour of Diamond Star"
SJ01 - IVA/ISBE/DAVTE - "Employability Skills - the Sequel"
SJ02 - IVA/ISBE/DAVTE - "The Art of Dignity in Teaching" – John Cassis

Overview for Thursday, February 14th

AM

8:30 MC01 - ICVA Annual Meeting (Continental Bkfst.)
SD01 - ICVECA - "WECEP Update"
SE01 - ICDSA - "Military Service - One of Many Options for Vocational Students"
SG03 - IITEA - "Programmable Logic Controllers - PLC"
SG05 - IITEA - "Advanced Manufacturing Technology"
SI01 - ILAVESNP - "Employability Training & Student Internships for Chicago Youth"
SH01 - IVHETA - "Home Economics Update"
SK01 - IAABAVE - "Minority Issues In Vocational Technical Education"
SJ07 - IVA/ISBE/DAVTE - "Visionary Leadership"
SJ09 - IVA/ISBE/DAVTE - "Tactic: Technology Advisory Council for Teacher Integrated Curriculum"
SG19 - IITEA - "(CIM) Computer Integrated Manufacturing"

9:00 Illinois Business Teacher Education Council (IBTEC)

10:00 SE02 - ICDSA - "Making A Difference - Student Services Committee"
SJ12 - IVA/ISBE/DAVTE - "Manufacturing Technology Curriculum"
SJ10 - IVA/ISBE/DAVTE - "Managing Data for the VIMS Software"

10:15 SD02 - ICVECA - "Early School Leavers"
SF01 - IHOA - "Tour Of St. Francis Medical Center"
SI02 - ILAVESNP - "Carl Perkins Vocational Education Act Legislative Update"
SI03 - ILAVESNP - "Careers For The 21st Century"
SH02 - IVHETA - "How To Start A Fashion Merchandising Program"

11:30 Registration Closes

11:45 MJ01 - IVA/ISBE/DAVTE - Opening Session
"The Rhino, The Rock, & The Bamboo Tree"
—by keynote speaker John Cassis

PM

1:45-4:30 SJ08 - IVA/ISBE/DAVTE - "Tech Prep - The Next Generation of Vocational Education" Dr. Richard Miguel

4:30 Exhibits Grand Opening - "Team Up"

5:30 President's Reception In Exhibit Area

6:30 MB01 - IBEA Board Meeting/Buffet Dinner
SH03 - IVHETA Board Meeting
Exhibits Close

7:00 President's Reception For Teacher of the Year and Exhibitors at Pére Marquette

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Overview for Friday, February 15th

AM

7:00 MB02 - IBEA Breakfast - "Eye Opener"

7:30 MD01 - ICVECA Annual Breakfast Meeting - Continental Breakfast
IVA Office Opens
IVA Registration Opens

8:00 SA01 - IAVAT Board Meeting
SB02 - IBEA/ISBE/DAVTE - "Desktop Publishing Design and Layout"
SC02 - ICVA "Tech Prep Pilot Sites"
Exhibits Open
ICDSA Board Meeting
University Council and Administrative Internship Meeting

8:30 SD03 - ICVECA/ISBE/DAVTE - "Apprenticeship & CoOp Task List Training Plan Writing"
SE03 - ICDSA/ISBE/DAVTE - "Curriculum & Human Resources at your Fingertips"
SF02 - IHOA - "Encouraging Self-Esteem in Vocational Students"
SG06 - IITEA/ISBE/DAVTE - "Manufacturing—Rumors of its Death are Greatly Exaggerated"
SG04 - IITEA/ISBE/DAVTE - "Input/Output Computers to Robots"
SG08 - IITEA/ISBE/DAVTE - "An Industrial Survey that Means Something"
SG09 - IITEA/ISBE/DAVTE - "Activities for Students in Technology"
SH04 - IVHETA/ISBE/DAVTE - "Bright Futures Tour"
SH05 - IVHETA/ISBE/DAVTE - "Secondary Food Science Programs.
SI05 - ILAVESNP/ICDSA/ISBE/DAVTE - "Creating Learning Success for At-Risk Students in Voc. Ed."
SJ03 - IVA/ISBE/DAVTE - "Recruiting Minority Students for Community College Career Programs"
SK02 - HIVE/IAABAVE/ISBE/DAVTE - "Vocational and Career Education for School Reform in the State of Ilinois"

9:00 Industrial Joint Staff Meeting

10:00 SC02 *Continued* - ICVA - American Career Magazine - Career Communications, Inc.
SG10 - IITEA - "CAD with Auto Cad"
SI09 - NCRVE/IVA - "How Can We Help: Services, Activities & Materials Available from TASPP"
SJ04 - IVA/ISBE/DAVTE "Ethics and Problem Solving"

11:30 Registration Closes

11:45 MJ02 - IVA Annual Awards Luncheon
Exhibits Will Remain Open During Lunch

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November 15, 1990

Southern Illinois University

ENHANCING CAREER PLANNING.........Orient Room
Presenter: Brenda Yates
Instructional Materials
Coordinator, DAVTE

SNACKING SMART....................Saline Room
Presenters: Linda, Laura
Michelle, and Sue
Demonstration Techniques Class
SIU

SAVE OUR EARTH....................Thebes Room
Presenter: Randy Tindal
Center for Electron Microscopy - SIU
Citizens Coalition for Recycling

LIBRARY TOUR ....Meet at top of Stairs by the entrance.
Presenter: Lanceot Johnson
Vocational Education
Studies - SIU

MUSEUM TOUR ....Meet at top of stairs by the entrance.
Presenter: Christine O'Dell
Demonstration
Techniques Class - SIU

RADIO STATION TOUR................Meet in back of Ballrooms
Presenter: Kevin Lange
General Manager WIDB

ADVENTURE EXPERIENCE..............Ohio Room
Presenter: Keith Stenger

DEALING WITH LIFE ....Kaskaskia Room
Presenter: Judy Wagner
Union County Extension Adviser

TOTAL PROFESSIONAL IMAGE ....Mississippi Room
Presenter: Richard Cox
Golden Scissors, Owner and Operator
International Hair Stylist

EDUCATION CONFERENCE

KEYNOTE ADDRESS

Author, Lecturer Barbara Coloroso

Rock Island High School
1400 - 25th Avenue
Rock Island, Illinois
Friday, March 22, 1991
7:30 a.m. - 3:45 p.m.

This will be your
only program.
Please bring it with you.

Rock Island-Milan Education Conference
541 - 21st Street
Rock Island, IL 61201
309-793-5900 Ext. 27

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293. INSTRUCTIONAL LEADERSHIP - A TEAM EFFORT OR TWO SIDES TO EVERY COIN

Audience: Chapter 1/Administration/Across
Time: C1
Location: 156
Presenter: **Brent Schindewolf,** Principal Alton School District #11 **Patricia Teutrine,** Chapter 1 Teacher Alton School District #11

Effective Instructional Leadership is best identified by the teachers working with the building principal. This session will demonstrate how the building principal can provide resources, communicate effectively and be a visible presence to staff, students and parents.

294. PARENTS AS PARTNERS - PARENT INVOLVEMENT IN A CHAPTER I READING PROGRAM

Audience: Chapter 1
Time: C1, C2
Location: 147
Presenter: **Sheila Sheer,** Chapter 1 Teacher, Earl Hanson Elem School

Local districts must now implement program activities, and procedures for parent involvement. The joys and challenges of linking parents, schools and children will be shared.

295. USING PAINT, DRAW AND POSTSCRIPT GRAPHICS ON THE MACINTOSH

Audience: Computers
Time: C1, C2
Location: 211
Presenter: **Monte Strating,** Graphic Arts Teacher. Whiteside Area Voc. Center

How to choose the right graphics program. Hands on experience with paint, draw and postscript graphics. Basic user proficiency on the Macintosh will be useful.

296. DATA BASE TO ESC#8 SOFTWARE LIBRARY

Audience: Computers
Time: C1
Location: 215
Presenter: **Earl Thomas,** Electronic Technology, ESC#8

The ESC#8 library catalog is now electronic. This session will demontrate skills needed to search the data base (catalog) for specific material.

297. BIG BOOKS IN THE CLASSROOM

Audience: Language Arts/Social Studies K-3
Time: C1, C2
Location: 124
Presenter: **Linda Tobin,** Pre-1st Teacher, Rock Island School District

See how big books are used following a five day plan in the K-3 classroom. Instructional strategies and follow-up activities will be demonstrated and displayed.

298. NEWSPAPERS - THE "NEW AS TODAY" TEACHING TOOL

Audience: Language Arts/Social Studies 4-12
Time: C1
Location: 138
Presenter: **Nancy Varner,** Newspaper in Educ. Coord., Quad City Times

A 'hands on' demonstration of teaching activities and lesson plans using the newspaper to teach skills and supplement what you already teach and also to stimulate your students.

299. ALTERNATIVE EDUCATION CHOICES IN THE QUAD CITIES - AN OVERVIEW

Audience: Issues
Time: C1
Location: 8
Presenter: **Vic Walker,** Dir. Star-Pride Adult Evening School, Rock Island Public Schools

Alternative Education program representatives will present a panel discussion on the on the programs, problems and aspirations of the many optional schools in the Bi-State area. Representatives will be Alpha Center, Rock Island Junior High Alternative School, Moline Optional School, Star Pride Evening School, 2001, and Vocational Improvement Program.

300. INTEGRATING EMPLOYABILITY SKILLS INTO ACADEMIC AND VOCATIONAL AREAS

Audience: Vo Tec
Time: C1, C2
Location: 104
Presenter: **Judy Warthen,** Instructional Materials Coord., ISBE-DAVTE

This session will address the workforce issues of the 21st century and present activities that may be integrated into any curriculum.

301. INTRODUCTION TO MATHEMATICA: "MATH IN THE FAST LANE"

Audience: Math
Time: C1
Location: 207
Presenter: **Christine A. Watts,** Math Dept. Chairman, Monmouth High School

Mathematica is an interactive software system that does three basic kinds of computation: numerical, symbolic, and graphical. Participants will view a videotape and the Mathematica program will be demonstrated.

302. YOUTH STRESS AND SUICIDE - A SIGN OF THE TIMES

Audience: Counseling/Health Educ.
Time: C1, C2
Location: 225
Presenter: **Pat Willging,** Counselor, School District #145
Jody Ware, Principal, School District #145

What stress is/how it affects children and how to use stress as a positive force. Suicide warning indicators and techniques for dealing with suicide idealogy.

303. BUTTERFLY GARDENING

Audience: Science/Language Arts
Time: C1, C2
Location: 307
Presenter: **Marsha Witmore,**Teacher, Orion

Developing a conservation ethic in the child.

304. LIFE AFTER TEACHING

Audience: Across Curriculum
Time: C1
Location: 221
Presenter: **Liz Zimmerman,** Retiree from Rock Island School District #41

A potpourri of perspectives from those who have been there and know the advantages and drawbacks of this life phase and preparations involved for survival.